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ABSTRACT

The suggestions for learning activities in career education at the primary level (K-3) are presented with the aim of establishing career awareness related to six occupational clusters: public service, health occupations, agribusiness occupations, consumer homemaking and related occupations, personal services, and transportation. The activities are presented under the headings of four domains of career consciousness: self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Activities, resources, and evaluation are presented separately for grades K-3, according to the domains and objectives, and showing relationships with academic subject areas in Grades 1-3. Suggested points for developing the students' interviewing skills are appended. (EC)

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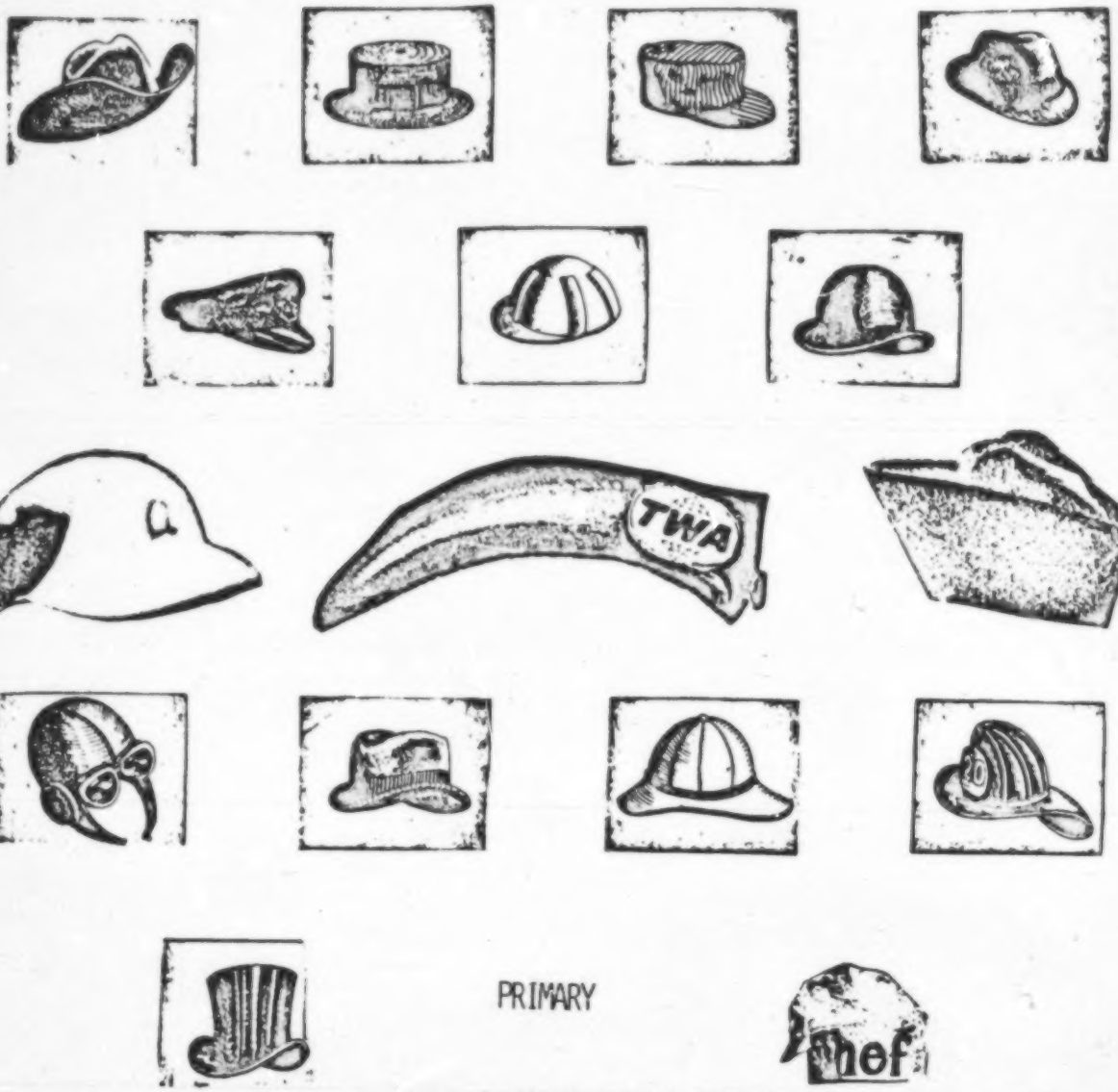
ACTIVITIES FOR EDUCATION



PRIMARY

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ACTIVITY GUIDE

for

CAREER EDUCATION

FESTUS R-6 SCHOOLS, FESTUS, MISSOURI 63028

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These guides were developed with assistance and a grant from the Vocational Division of the Missouri State Department of Education.

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Today, more than ever, our attention is focused upon the curriculum and how relevant it is to the needs of our students. Actually, patterns of curriculum development over the past years no longer fit the needs of today's students. Society today and its future is of great concern to all of us and with the reforms and refocusing of education, so that what is taught in the classroom has a bearing on the students; future plans are the essence of career education.

The planning of one's career cannot be a hit and miss affair in the present world of work. Teachers must be aware of the many options that are open to the students and take the proper measures to make self awareness available for their students. If this is done, careers for students of today and in the future will emerge, the kind of careers that are needed for today's student.

These guides in career education are the result of much dedicated labor by our committee which has made them available. The guide itself will have no value unless concerned teachers use it as a tool for students to acquire fundamental skills, mechanical and academic, needed in their future planning.

If by using this guide, career education becomes more meaningful for a sizeable number of our students in the R-6 Schools, the grant from the Vocational Division of the Missouri State Department of Education and the work of our local committee will be immeasurable. But let us not forget that the classroom teacher is still the most important factor in the making of any curriculum relevant and we feel, in the R-6 Schools, that we have quality teachers for that task.

Ralph B. Tynes
Superintendent of Schools

PHILOSOPHY

A program of public supported education designed to meet the needs of a democratic society must provide for a series of learning activities for all individuals in harmony with maturity, needs, abilities, and aptitudes. (First paragraph Festus R-6 District Philosophy)

It follows that our young people need to have an understanding of the opportunities open to them. Beginning at an early age, they must learn what work means, the careers open to young people today, and the careers that may emerge in the future. They need to know the obligations and requirements of those careers that are of interest to them, and they must acquire the specific skills--not just mechanical skills but the fundamental academic skills too.

Education in the classroom has a clear, demonstrable bearing on the student's future plans.

OBJECTIVES FOR CAREER EDUCATION FOR STUDENTS OF THE R-6 SCHOOLS

1. Develop good attitudes toward learning and work and an awareness of the relationship between education and life roles.
2. Develop self-awareness and awareness for individuals' places and responsibility to our society.
3. Develop an appreciation for the constructive use of leisure time.
4. Develop an awareness of the world of work.
5. Develop decision making skills.
6. Develop economic awareness leading to economic understanding.
7. Develop technical awareness and beginning competence.
8. Develop employability skills leading to career placement.

THE FOUR DOMAINS OF A CAREER CONSCIOUS PERSON
(Life Career Development-A Model, UMC-SDE, Gysberg, Moore)

1. Self Knowledge and Interpersonal Skills

This includes the awareness of self and others, the strengths and weaknesses, the likes and dislikes, the desires, etc. To develop those skills so that the student can relate effectively to other people.

2. Knowledge of Work and Leisure Worlds

This includes an opportunity to develop an understanding of the limitations that society places on an individual--sociological, psychological, and economic; to learn about pay, hours, fringe benefits, the cost of leisure activities, to choose because of the amount and the kind of personal satisfaction desired from work and leisure activities, to see the relationship of career and leisure time.

3. Career Planning Knowledge and Skills

This includes the elements of the decision-making process: gathering information from all relevant sources, using the information collected and making informed and reasonable decisions, reasonably predicting the future and foreseeing alternatives to meet the requirements of a preferred life career.

4. Basic Studies and Occupational Preparation

This includes mastering the basic skills of the language arts, mathematics, science, social studies, fine arts, physical education, industrial arts and vocational education. These skills will be learned relevant to occupational preparation, settings and events of a total life career development. A background will be presented to learn the skills for seeking employment, for further education, for obtaining entry-level employment, and for achieving satisfaction in a preferred occupational area.

CAREER DEVELOPMENT CONCEPT

1. Understand and accept self as important throughout life.
2. People have dignity and worth.
3. Education and work are interrelated, both are honorable.
4. Occupations exist for a purpose.
5. Work means different things to different people.
6. There is a wide variety of careers.
7. Individuals differ in interest, abilities, attitudes, and values.
8. Supply and demand affect career planning.
9. Environment and one's potential affect career choice.
10. Occupation and life style are related.
11. Specialization creates greater dependence.
12. One's development requires continuous choice of careers.
13. Individuals can perform adequately in several occupations.
14. Individuals must be flexible in a changing society.
15. Individuals are responsible for career planning.

FESTUS R-6 CAREER EDUCATION

The aim of career education is to equip students with what they need to make informed occupational decisions by relating the World of Learning to the World of Work. Along the way they will have opportunities to investigate a variety of jobs and to explore their mental, physical and emotional capacities for handling them.

In the R-6 Schools, Kindergarten through Seventh is the "Career Awareness" phase. Children are introduced to the concept of work and jobs, the need for work and the variety of ways people earn a living. Lessons at first center on the roles played by different family members, then branch out to cover different kinds of occupations pupils see around the school. Policemen, firemen, and other workmen familiar to children are studied. The student's strengths and weaknesses are discovered. Information about all this will be presented as a part of the regular learning activities, not as separate lessons. All fifteen clusters (OE-72-39) are covered. In the activity of learning the alphabet drills would be a good opportunity for the teacher to point out how file clerks and others use letters to organize their work.

"Career Exploration" takes place in the eighth and ninth grades. Students narrow their fields of interest to three or four clusters, which they explore in depth. By the time they finish junior high school, students should have a good idea of the types of jobs that interest them and be able to make a tentative choice of several that interest them the most.

In the senior high program, students begin to acquire actual job skills in these fields. Such skills as drafting are made available to everyone, even students that are going to college. The idea is to give all students

FESTUS R-6 CAREER EDUCATION (continued)

an opportunity to pursue training and study that could lead directly to a job after high school or to further training and study at a technical institute, business school, two or four-year college and beyond.

By exposing young people to information about work and jobs and careers starting in the earliest years of school, helping them to see the relevance of their education, the result could be a stronger motivation to learn and to stay in school long enough to acquire some basic skills needed to earn a living. The program is aimed at the academically talented students, too, who often finish high school with little idea of what it is to earn a living by doing the necessary work of our society. For them, Career Education will supply information and experience that widens their horizons and increases their career choices.

OCCUPATIONAL CLUSTERS

For ease in informing students about the wide range of occupations they have been categorized into fifteen broad clusters. The listing below shows the sequence of assigned clusters by grade level. The teacher is free to touch on other clusters as well.

ELEMENTARY		Assigned Cluster
Level: Awareness Grades:	FIRST	1 Public service 2 Health occupations
	SECOND	3 Agri-business occupations 4 Consumer homemaking, and related occupations
	THIRD	5 Personal services 6 Transportation
	FOURTH	7 Marketing and distribution 8 Construction
	FIFTH	9 Communications and media 10 Hospitality-Recreation
	SIXTH	11 Environmental control 12 Manufacturing
	SEVENTH*	13 Business office 14 Fine arts and humanities 15 Marine science
JUNIOR HIGH		
Level: Exploration Grades:	EIGHTH & NINTH	Individual review and exploration
SENIOR HIGH		
Level: Job Preparation Grades:	TENTH, ELEVENTH & TWELFTH	Specific training

*By the end of the seventh year all students will have had minimal exposure to all clusters.

(figure taken from *Career Education*, DHEW Publication No. (OE) 72-39)

Key to Occupational Clusters Illustrated

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These guides have been written in order not to shortchange any of our students in career education (as this will be the first year of the program). The committee hopes that as the full implementation of career education develops, the emphasis on the different levels will more nearly coincide with the Missouri Model.

Basic Education- teachers may select appropriate activities (as needed from the master guide) to fit the individual student's chronological and mental needs and abilities.

Introduction K-3

These career activity guides are the result of awareness of the glaring need to help children learn about the world of work and their opportunities and alternatives in this world.

Grade groups vary in their background, therefore, it is suggested that the teachers use those concepts and activities which apply to the needs and interest of the children. The activities listed in the guides are merely suggestions and should be supplemented and changed to fit the classroom needs and interest.

It should be remembered that most young students have short range goals. They are interested in things that are useful or stimulating to them today, therefore, it is necessary to motivate and stimulate interest in careers again and again.

p-1 **DOMAIN:** Knowledge of Self and Others **SUBJECT AREA:** Kindergarten

OBJECTIVE: To develop self awareness. The individual will understand how people are alike and different.

ACTIVITIES	RESOURCES	EVALUATION
1. All students sit in the center of the room. The teacher says, "All boys go to the right; all girls to the left." Return to large group again. Repeat several times. Students can be divided by: a) eye color, b) height, c) hair color, d) color of clothing, e) left and right handedness.	DUSO I Song: "I'm Glad That I Am Me" Teacher's Manuel, p.29 Cassette 1, Side A Unit I, Cycle A Story I A Poster I A Role playing Activity I A Puppet Activity I A	The students will be able to realize that we are different in some ways and alike in other ways.
2. Record a class activity. Several days later play recording and have child identify his own voice.	Tape recorder	The student will be able to identify different students by voice.
3. Place a mirror against wall on floor so that students may look at themselves. Talk about color of hair and eyes, color and design of clothing. Have each student tell something about themselves. "Magic Mirror"--children look into the mirror and tell one good thing about themselves.	Large mirror	The student will be able to describe at least one unique characteristic about himself and recognize unique characteristics in others.
4. Encourage each student to draw a picture of himself. Make a bulletin board using pictures and names. Students can play a game by drawing names out of a box and trying to put it on the right picture.	Manila paper Crayons DUSO I Cycle B Cards SI 12 SI 16 Cassette 1, Side A Poster I B Role Playing Activity I B Puppet Activity I B Books: Leaf, Munro Ferdinand Bishop & Weise The Five Chinese Brothers Orbach, Ruth I'm Dan	The student will be able to recognize how he is alike and different from others.

OBJECTIVE: To develop self awareness. The individual will understand how people are alike and different.

ACTIVITIES	RESOURCES	EVALUATION
	Filmstrips: First Things Series (with records) "Who Do You Think You Are?" Parts 1,2,3 T-26, T-27, T-28 "What Do You Expect of Others?" Parts 1, 2, 3 T-29, T-30, T-31 Developing Basic Values Series (with records) "Respect for Others" O-51 "Acceptance of Differences" O-52	

p-3 DOMAIN: Knowledge of Self and Others
Knowledge of Work World and Leisure World

SUBJECT AREA: Kindergarten

OBJECTIVE: Develop concept of "work" and identify work roles at home and at school.

ACTIVITIES	RESOURCES	EVALUATION
1. Each student interviews parents as to what kind of work they do.* (Basic Skill--Listening and Reporting)	*See Appendix I for techniques in developing interviewing skills with children.	Students will be able to tell about work each parent does.
2. Group discussion concerning why family members work: a. all families need food b. all families need clothing c. all familes need shelter d. family members work/help each other e. duties of children as family members	Together-We-Sing series Music Round the Clock "Busy Workers" p. 17 "The Gardener" p. 18 "What Shall I Do" p. 2 Bowman Pub. Corp. Sing a Song "Helping Mother" p.11 "Our Helpers" p. 15	Students will give three reasons why family members work.
3. Using 2 circles let each child make the face of a man and the face of a woman. Glue the faces back to back on a cardboard strip. The teacher will name certain jobs. The students will hold up the cardboard strip with the face of the woman to the front if he thinks the job is done by a woman; the face of the man to the front if he thinks the job is done by a man. The faces are turned upside down if the job can be done by either a man or a woman. (Basic Skill--cutting and pasting--developing muscle co-ordination)	Paper circles, crayons, cardboard strips, glue	The students will be able to name five jobs done primarily by men, five jobs done primarily by women, and five jobs done by both men and women.
Jobs that could be used for above activity: Washing dishes Mowing lawn Making beds Emptying trash Cooking Grocery shopping Painting the house Driving the firetruck Doing the Laundry Setting the table	Books: Jones & Goldberg, Going to Kindergarten Scarry, Richard, Busy, Busy World Radlauer, Ruth & Ed, Father Is Big Radlauer, Ruth S. About Fathers At Work	

DOMAIN: Knowledge of Self and Others
Knowledge of Work World and Leisure World

SUBJECT AREA: Kindergarten

OBJECTIVE: Develop concept of "work" and identify work roles at home and at school.

ACTIVITIES	RESOURCES	EVALUATION
Building a fire Making cookies Becoming president School custodian School nurse School principal Teacher The same activity could be done with the pictures on pp. 1 & 2 in Getting Ready to Read	Reed, Betty J. More Mom for Tom Penn, Ruth B. Mommies Are For Loving Watts, Mabel My Father Can Fix Anything Moss, Jeffrey People In My Family	

p-5 DOMAIN: Knowledge of Self and Others SUBJECT AREA: Kindergarten

OBJECTIVE: The student will identify roles played by all members of his family.

ACTIVITIES	RESOURCES	EVALUATION
1. Ask students to close their eyes for a minute and think about jobs that must be done in the home. Ask each child to make a picture of one job that is done in the home.	Manila paper Crayons DUSO I Unit III-Cycle A Story III A Cards (S-61-65) Cassette 2 Side A Role Playing III A Puppet Activity III A	Students will draw a picture of one job performed in his home.
2. Make a bulletin board display showing different types of work done in the home and ask students to decide if the job is generally performed by: 1. Mother 2. Dad 3. Children 4. Family 5. Other After the class reaches a consensus as to who generally performs the job, write this choice on a piece of paper and pin it to the picture. Do this for each picture on display. Discuss factors which could alter the normal division of household jobs. Encourage students to recognize and appreciate different life styles in different families.	Pictures showing different types of work done in the home. Filmstrips and Records: S-28 "Robert's Family at Home" S-29 "Robert's Family and Their Neighbors" O-52 "Acceptance of Differences" U-96 "The Home" R-350 Q-19 "The Little Engine That Could" Music: Together-We-Sing Series Music Round the Clock "Fun to Be a Helper" p. 15	Students will be able to name family members who generally do a specific job in the home.
3. Encourage students to try a new job in the home that they generally do not perform. After a trial period of a week, ask students questions like the following: 1. Do you like the new job? 2. Were you able to do it successfully? 3. What did you use, or learn? 4. Who usually does the job that you performed? 5. Are you willing to try other new jobs at home?	DUSO I Unit III Cycle D Story III D Cassette 2, Side A Poster III D Role Playing III D Puppet Activity D DUSO I Unit IV Cycle A Story IV A Cassette 2, Side B Poster IV A	Students report orally on his new job experience.

DOMAIN: Knowledge of Self and Others SUBJECT AREA: Kindergarten

OBJECTIVE: The student will identify roles played by all members of his family.

ACTIVITIES	RESOURCES	EVALUATION
	Role Playing IV A Puppet Activity IV A DUSO I Unit IV Cycle B Cassette 2, Side B Poster IV B Role Playing IV B Puppet Activity IV B Books: Dickson, Naida I'd Like Young, Eleanor Mothers, Mothers, Mothers, Fathers, Fathers, Fathers Punes, Helen W. Daddies, What They Do All Day	

p-7 DOMAIN: Knowledge of Work World and Leisure. Career Awareness

SUBJECT AREA: Kindergarten

OBJECTIVE: To develop an awareness of the Fireman and how he helps people.

ACTIVITIES	RESOURCES	EVALUATION
* These activities could be co-ordinated with National Fire Prevention Week. 1. Discuss with the students what a fire drill is and the reasons for having fire drills. Go through several practice drills	Filmstrips: (Smokey Bear and Little Marcy Series) T-61 "Meet Smokey Bear" T-62 "Animals in the Forest" T-63 "A Picnic in the Forest" T-64 "A Hike in the Forest" T-65 "Being Careful with Fire"	Students will be able to remember and follow directions during a school fire drill session.
2. Discuss with students how to call the fire department in case of fire. Give each student a chance to dial "0" for operator in case of an emergency. (Fire Department 937-4622)	Southwestern Bell's Big telephone dial for practice dialing "0" Several toy telephones	Each student will dial "0" on a phone borrowed from phone company and give his name and address.
3. Give each student a house-shaped piece of paper. Let each student color the house like his own house. Each child may then write his name on "his" house. The teacher can help with writing the address and phone number. The house can then be displayed on bulletin board.	Manila paper Crayons Books: Brewster, Benjamin The First Book of Firemen Gergely, Tibor The Great Big Fire Engine Book Miner, Irene The True Book of Policemen and Firemen Greene, Carla I Want To Be a Fireman Lenski, Lois The Little Fire Engine Childcraft (1970) Vol. VI, pp. 80-81, 210-211 Vol. VII, pp. 98-99 Vol. VIII, pp. 100-101, 212-213 Vol. X pp. 12-13, 36-39, 56-57, 60-61, 90-91, 140-141, 170-171,	

OBJECTIVE:

ACTIVITIES	RESOURCES	EVALUATION
4. Invite a fireman to come to school and discuss his work as a fireman and community helper. Encourage students to use their interviewing skills. *See appendix	Singing Fun (McGraw-Hill) "Five Little Firemen" p. 47 Sing a Song (Bowmar Pub. Corp.) "Fire Song", p. 24 Missouri Conservation Comm. Jefferson City, Mo. for free materials including "Smokey Bear Song"	Each student will tell two things firemen do for us.
5. The firemen usually bring the firetruck and equipment to Kindergarten during Fire Prevention Week. Each child receives a fireman's hat.	SVE Picture Sets Pic. 38, 39 Fire department helpers	Students will draw pictures showing one fact they learned from the firemen.
6. Students could invite firemen in for milk and cookies after they have seen the firetruck, equipment, and received the hats. Planning the party would be a good time to discuss ways to show our appreciation to our community helpers for all the services they do for us. The students could conclude the party by singing a song, such as "Smokey the Bear."		
7. Students could record on tape the facts they have learned concerning the fireman and his work.	Tape recorder Cassette Teacher References: Greenfield USA (Teacher's Edition) p. 55-68 (D.C. Heath and Co.)	Students will take their tape recording along with their pictures on a visit to a fire station.

p-9 DOMAIN: Knowledge of Work World and Leisure. Career Awareness

SUBJECT AREA: First Grade Language Arts, Social Studies

OBJECTIVE: To develop an awareness of the policeman and his work.

ACTIVITIES	RESOURCES	EVALUATION
1. The students will discuss safety rules that apply at home and at school and why they are necessary.	Filmstrips: (Being Safe Series--with records) U-99 "Think Safe-Act Safe" U-100 "Cars, Bikes, & People" V-01 "Delicious or Deadly" V-02 "Watch Where You Go" V-03 "Fun or Fearful" V-04 "Helpful or Harmful"	Each student will name 2 safety rules and tell why these rules are important.
2. The students will discuss safety rules they need to observe on the way to school and home. The rules will be different for walkers and for bus riders. Who helps children cross the street? Safety guard or policeman, etc. Basic skills: Dinosaurs (Houghton Mifflin) "What a Dog" p. 18-20 Tigers (Houghton Mifflin) "Tigers Here We Come" p. 25-30	Manila paper Crayons Books: Dillon, Inak About Policemen Barr, Jane Policeman Paul Miner, Irene The True Book of Policemen and Firemen Slobodkin, Louis Read about Policemen Greene, Carla I Want to Be a Policeman McDonald & Weisgard Red Light!Green Light! School Helpers Peter's Policeman	Pupils will draw pictures of themselves coming to school. Each child will show his picture and tell one safety rule he has learned.
3. The teacher can arrange to have a policeman in full uniform come unexpectedly in the classroom. He moves around among the children communicating nonverbally--then exits unexpectedly.	A policeman in uniform	Children share their feelings about how they felt when the person first appeared and how their feelings changed (if they did) and how they felt when the policeman left.

DOMAIN: Knowledge of Work World and Leisure. Career Awareness

SUBJECT AREA: First Grade Language Arts, Social Studies

OBJECTIVE: To develop an awareness of the policeman and his work.

ACTIVITIES	RESOURCES	EVALUATION
4. Invite the same policeman to come back and visit the class. Ask the policeman to tell about his work, uniform, how we can help the police, why we have rules and regulations and laws. *Encourage children to use interviewing skills. See appendix I.	Compton's Precyclopedia "Policeman" Vol. 12, p. 120-127 "Things to Do" Vol. 12 p. xxii-xxiii "Two-way Radios" Vol.13 p. 28 "When You Get Lost" Vol. 3, p. 86, 89-91 "Witness in Court" Vol. 8, p. 118-119 Childcraft (1970 ed.) "Policeman" Vol. 10, pp. 8-9, 11, 24-25, 55, 69, 78, 82, 85, 88-90, 230, 237, 299, 306, 313 Construction paper or Manila paper Crayons	Give each child a stop sign shaped piece of paper. Each child will draw a picture showing one job the policeman does, or something we can do to help the policeman.
5. Trace around a student for a model of a life size policeman on a large sheet of paper. Let students draw in details (eyes, nose, mouth, uniform details, badge, buttons, hat) and color. (Basic skills: More Fun with Our Friends (Scott, Foresman) "A Good Friend" p. 49-54	Large sheet of paper Crayons Poems: Arbuthnot "P's the Proud Policeman" p. 26 "My Policeman" p. 27 "The Policeman" p. 28 Scott and Thompson Rhymes for Fingers and Flannelboards "Five Little Policemen" p. 25	Tape policeman on the wall or bulletin board. Each child can put his picture from the above evaluation around the policeman after they have told about their picture.
6. Add Policeman to the "Helper-Worker" booklet. *The same format could be used for other "Public Service Workers.	Teachers Edition of Greenfield USA, pp. 43-55 (D.C. Heath & Co.) The True Social Studies Library Vol. 2, pp. 8-25	Students will be able to describe what policemen do.

p-11 **DOMAIN:** Knowledge of Work World and Leisure **SUBJECT AREA:** First grade Social Studies

OBJECTIVE: To develop concept of work and identify work roles at home and at school. To develop positive attitudes toward work.

ACTIVITIES	RESOURCES	EVALUATION
1. The teacher will take pictures of the custodian, school nurse, principal, secretary, cooks, guidance counselor, curriculum director, superintendent, librarian, music teacher, art teacher, P. E. teacher, and bus driver. Students will discuss and define the work role of each individual. The pictures can then be used for a bulletin.	Camera, film Career Development Filmstrip Series W-29 "People Make a School Go" (with a cassette and guide)	Children can name five people who work for the school district.
2. Each of the above school personnel will be invited to visit the classroom. The custodian will be invited one day, the nurse on another day, etc. Teacher will ask each person to explain his work role. Each person could bring any tools or equipment that he uses for his job. Ex: Have building custodian explain his work role--what he does during the day and what the custodian must do each night to get ready for the next day.	School personnel Building custodian (Bring special broom, mops, etc.) Books: McDonald & Weisgard School Helpers Childcraft "Custodian" Vol. X pp. 156-161	Students can tell what five people who work for the school do.
3. Encourage children to use interviewing skills in finding out "how the custodian does his work", "what is good about his work," "what is bad? etc. *See Appendix I		
4. After all the school personnel has come for a class visit and interview, the children will choose the school helper they wish to be. A simple role playing skit will be presented. Notes can be written by the students inviting the school personnel to attend the skit. (Basic Skill: Language Arts)	Manuscript Writing Grade 1 (The A. N. Palmer Company) Unit 6: Writing is Fun p. 52 At School, pp. 78-79 (Scott, Foresman) Scott, Workers in Our Neighborhood (McGraw Hill) "The School Custodian" p. 21	Students will be able to role play the activities of one or more school helpers.

DOMAIN: Knowledge of Work World and Leisure **SUBJECT AREA:** First grade Social Studies

OBJECTIVE: To develop concept of work and identify work roles at home and at school. To develop positive attitudes toward work.

ACTIVITIES	RESOURCES	EVALUATION
	Greene, Carla I Want To Be a Nurse I Want to Be a Bus Driver I Want to Be a Teacher I Want to Be a Librarian I Want to Be a Secretary	
5. Begin a booklet containing a page describing what each "helper-worker" who visits the class during the school year does. This can be written in riddle form and kept in the library corner to make re-reading more fun. Basic skills: Social Studies Language Arts	Scary, Richard What Do People Do All Day? Filmstrips: Lollipop Dragon Series (with records) T-71 "Care of Property" T-72 "Avoiding Litter" At School (Scott, Foresman) pp. 19-23, 28-35, 51-55 Dinosaurs (Houghton Mifflin) p. 60	Students will be able to describe what each worker does. Ex. Mr. _____ works at school. He is a good helper. He unlocks the doors. He keeps our room cle He helps our teacher. He repairs our toys and desks. He gets money for his work. What is his job?

p-13 **DOMAIN:** Knowledge of Self and Others **SUBJECT AREA:** First Grade

OBJECTIVE: To develop an aswareness of responsibility and self control.

ACTIVITIES	RESOURCES	EVALUATION
1. List the school activities students do on certain days of the week. Examples: Monday--Library at 9:00 Tuesday--Art at 10:20 Post the list for daily reference. Discuss with the students why it is important for them to know the time of day and the day of the week that different special classes are held in order to plan their school work. (Bsic Skill--Language Arts--Rainbows: Houghton Mifflin, Unit 4, pp. 22-33 "Lucy Didn't Listen")	Filmstrips: "Share the Ball"-Q-77 "The New Book"-Q-78 "Jimmy Didn't Listen-Q-79 "Working Together"-Q-80 "Schoolground Discoverer"-Q-81 "The Slide"-Q-82 "The Field Trip"-Q-83 "What Would You Do"-Q-84 Little Citizen Series: "Little Cloud"-S-37 "Game of Might Have Been"-S-40 Lollipop Dragon Series on Sharing: "Working Together"-T-68 "Taking Turns"-T-69 First Things Series: "Guess Who's in a Group" Parts 1,2,3,--T-32 T-33 T-34 "You Got Mad: Are You Glad?" Parts 1 & 2--T-35 T-36 "What Happens Between People?" Parts 1 & 2--T-37 T-38	The student will be able to identify the correct day of the week for each special class.
*2. Introduce the idea to the students that there is something that we all have-it is energy. Energy is power or the ability to work, to do things. Tell the children they have power. They can do many things: walk, talk, get dressed, read, write, and hundreds		Each child will draw a picture of himself doing an activity that he does well.

OBJECTIVE: To develop an awareness of responsibility and self control.

ACTIVITIES	RESOURCES	EVALUATION
of other things. Ask each child if he would tell one or two things that he can do, especially those things that he feels sure he can do.		
*3. Discuss with the children how the ability to talk is a power, but we also have the ability to keep ourselves from talking. This is an example of having the power to do something, but not doing it even though we feel like doing it. This is called self-control. And it is one of the most important powers that people have. *Human Development Program, Level IV, p. 26 Basic Skill--Language Arts--Lions, "Jan's Funny Smile" pp. 21-26	*Having Good Feelings in the Magic Circle At School by Geraldine Ball (This book is available in the Guidance Office) *This book is available in the Guidance Office.	Each child will tell one thing that he felt like doing, but he did not do because he used his self-control.
4. Draw a feeling--Children are asked to draw a feeling without the use of pictures; inner connecting lines, jagged lines. A bulletin board could be constructed from the "Feelings."	McGraw Hill Singing Fun "I'll Listen" p. 55 "IWiggle" p. 56 Golden Books in Co-operation with the Menninger Foundation For Solving the Problems of Childhood (A Read-Together Book for Parents and Children) These books are in the school library. The author is Watson, Jane: Sometimes I'm Afraid Look At Me Now My Friend the Baby Sitter Sometimes I'm Jealous Sometimes I Get Angry	Students choose a picture of the "Feelings" Board and tell how the picture makes him feel. The person who drew the picture can then tell if he felt the same or differently.

p-15 **DOMAIN:** Knowledge of Self and Others **SUBJECT AREA:** First Grade

OBJECTIVE: To develop an awareness of responsibility and self control.

ACTIVITIES	RESOURCES	EVALUATION
5. When assigning room responsibilities which everyone wants to do, take time to discuss why pupils like to do the tasks. Do some tasks make you feel more important than others? How do you feel when you are chosen to take a note to another room or to the office? Is it more fun to be the leader of a group? What responsibilities come with honors? Basic Skill--Language Arts--Dinosaurs, "We Walk Dogs" pp. 13-25	Filmstrips: "The Boy Who Would Not Say His Name"--X-12 "One Day Everything Went Wrong"--X-11 "Nobody Listens to Andrew"--X-09 Books: Behrens, June-How I Feel Johnson, Crockett-We Wonder What Will Walter Be? When He Grows Up Martin, Bill Jr.-David Was Mad Udry, Janice-Let's Be Enemies Vreeken, Elizabeth The Boy Who Would Not Say His Name Zalben, Jane Celilia's Older Brother Zolotow, Charlotte The Quarreling Book	Students will role play the task they like to do best in school; then the task they like to do least in school.

DOMAIN: Knowledge of Work World and Leisure

SUBJECT AREA: First Grade p-16
Science
Social Studies
Language Arts

OBJECTIVE: Develop an awareness of different kinds of pets. Develop responsibility by caring for a pet.

ACTIVITIES	RESOURCES	EVALUATION
1. Discuss with students the many different animals that might be chosen for a pet. Discuss how size of pet, size of house and yard, apartment, trailer, travel etc. would affect the kind of pet a student might choose for his own. Examples of pets that might be discussed: a. goldfish b. turtle c. dog d. cat e. mouse f. hamster g. guinea pig h. rabbits i. birds j. monkey k. horse l. calf	Compton's Precyclopedia Vol. 12: VIII-IX Vol. 12: 74-85 "Choosing a Pet" p. 74 "Which Dog?" p. 84 Filmstrips: Lollipop Dragon Series T-70 "Kindness to Animals" 2-C-8 "Let's Keep a Pet" A-1 "The Parakeet" A-2 "The Pony" A-3 "The Kitten A-4 "The Rabbit" A-5 "The Puppy" A-6 "The Turtle" B-25 "Keeping an Aquarium" SVE Pictures 'Pets" with record Set 20, 21	Student will tell what kind of pet he would like to have and how his choice fits his family's life style.
2. Invite a veterinarian to talk to the students about proper care and feeding of pets. He can also discuss the many people who work with him. Encourage children to use interviewing skills. *See appendix I.	Veterinarian What Happens at an Animal Hospital Shay, Arthur I Want to Be an Animal Doctor Greene, Carla Additional Resources: Books: Ashersen, Sara How to Find a Friend The Surprise in the Tree Anderson, C. W. Blaze books Bethell, Jean Barney Beagle Bischoff, Julia B. A Dog for David Bridwell, Norman Clifford, the Big Red Dog	Students will role play taking a pet to to the animal hospital. They can take turns being the owner of of the pet, the veterinarian, the groomer, the veterinarian assistant, the intern, etc.
3. Discuss responsibilities students must assume (feeding, watering, cleaning cage, etc.) if a pet corner is established in the schoolroom.		
4. Make a chart for each pet in the pet corner. Use pictures to show kinds of food the pet can eat. Include how many times a day he must be fed, how often his cage must be cleaned, etc. Each child can choose which pet he would		Students will keep the chart up to date for the pet he is caring for during his week.

p-17 **DOMAIN:** Knowledge of Work World and Leisure

SUBJECT AREA: First grade
Science
Social Studies
Language Arts

OBJECTIVE: Develop an awareness of different kinds of pets. Develop responsibility by caring for a pet.

ACTIVITIES	RESOURCES	EVALUATION
4. (cont.) like to take care of for one week. This is a good time to discuss the fact that not everyone can take care of the rabbit or the hamster. Some students will need to care for the goldfish, the turtle, etc.	Candoha, Walter A Foal for You A Kitten for You A Puppy for You Chwast, Jacqueline How Mr. Berry Found a Home and Happiness Forever Cromie, William J. Steven and the Green Turtle Dalmais, Anne Marie The Adventures of Brownie and Puff Gaus, Roma Birds Eat and Eat and Eat Heal, Edith Tim Trains His Terrier Ivins, Ann The Beginning Knowledge Book of Turtles Keats, Ezra Jack Hi, Cat! Pet Show Kitt, Tamar The Surprising Pets of Billy Brown Lubell, Winifred A Zoo for You Michel, Dana Cat in the Box Moore, Lillian A Pickle for a Nickle Palmer, Helen Why I Built the Boogle House Pfloog, Jan The Cat Book Pinney, Roy Wild Animal Pets Pintoff, Ernest Always Help a Bird (Especially with a Broken Leg) Stull, Edith My Turtle Died Today Voight, Virginia F. Picta, the Painted Turtle	RESOURCES (cont.) Filmstrips: Exploring the Animal World Series R-52"Farm Animals" R-53 "Animal Babies" R-54 "Animal Differences R-55 "Tame Animals"

DOMAIN: Basic Skills
Knowledge of Work World and Leisure

SUBJECT AREA: First Grade

OBJECTIVE: To develop an awareness of the function of the teeth and the need for good dental hygiene. To develop an awareness of the role of the dental hygienist and the dentist.

ACTIVITIES	RESOURCES	EVALUATION
1. Have children share experiences regarding loss of teeth and how it affected their speech.		Students and teacher make an experience chart telling about "First Teeth Lost". These charts can be kept for reading.
2. Let each child tell about first tooth he lost.		Students and teacher make an experience chart telling about "First Teeth Lost". These charts can be kept for reading.
3. Use model of jaw and/or use posters showing primary teeth and buds of permanent teeth.	Model Posters	Students can choose which tooth they would like to draw. Each student will describe work that this tooth can do.
4. Discuss how many primary teeth we have. (10 upper-10 lower). Some teeth are shaped to cut, some to tear and others to grind. Use large model of teeth or posters to demonstrate which teeth cut, tear, or grind.	Model of teeth and brush available in the Library	Students can choose which tooth they would like to draw. Each student will describe work that this tooth can do.
5. Demonstrate function of various teeth, according to shape, i.e., Cutting teeth (incisor)-cut slice of bread with scissors Tearing teeth (Cuspid-bicuspid)-tear slice of bread Grinding teeth (molar)-break toast with nutcracker.	Bread Toast Scissors Nutcracker	Students can choose which tooth they would like to draw. Each student will describe work that this tooth can do.

p-19 **DOMAIN:** Basic Skills
Knowledge of Work World and Leisure

SUBJECT AREA: First Grade

OBJECTIVE: To develop an awareness of the function of the teeth and the need for good dental hygiene. To develop an awareness of the role of the dental hygienist and the dentist.

ACTIVITIES	RESOURCES	EVALUATION
6. Children find sixth year molars on model picture or chart (counting from mid-line they are the sixth teeth back).	Model or chart Individual mirrors	Children find their own 6th year molars by using individual mirrors. (two in upper jaw-two in lower jaw)
7. Discuss with children the importance of 6th year molars. Facts to stress: They are first permanent teeth and will last a lifetime. They do not replace any primary teeth. They erupt at approximately age six. (Health and Science)	National Dairy Council St. Louis District Dairy Council 2710 Hampton Ave. St. Louis, Mo. 63139 Ph. 314-647-5690 Area Rep. Susan L. DeBoer (Pamphlets for Teachers) How We Take Care of Our Teeth Food and Care for Dental Health (Student materials) What We Do Day by Day (Study Prints with Discuss and Discovery in the back)	Students can write a short story about "My Magical Molar Six".
8. The class and teacher can compose a letter to parents pointing out the importance of 6th year molar. Stress above facts in the letter. This letter may be duplicated and sent home with child's signature or written by children with Writing lesson 17, p. 25. (Language Arts)	Writing Lesson 17, p. 25 We Learn and Write Series (The A. N. Palmer Co.)	Students can share their parents' comments and family discussion concerning the letters the students took home.

DOMAIN: Basic Skills
Knowledge of Work World and Leisure

SUBJECT AREA: First Grade

OBJECTIVE: To develop an awareness of the function of the teeth and the need for good dental hygiene. To develop an awareness of the role of the dental hygienist and the dentist.

ACTIVITIES	RESOURCES	EVALUATION
9. Invite a dental hygienist to visit the school room. Teacher could discuss with the hygienist points to be emphasized. The discussion could include: good dental health practices and what the dentist and the dental hygienist do in the world of work. *Encourage children to use interviewing skills. *See Appendix I	Dental hygienist Writing paper Picture of dentist Poster board	Each student can write in one sentence a fact they learned from interviewing the dental hygienist. The facts can be pasted on poster board which has a picture of the dentist and dental hygienist in the center.
10. The students could pan a trip to the dentist. The teacher and students could prepare for the trip by discussing what they would like to learn about the dentist and his world of work.	A World of Work trip Filmstrips: F-17 "Starting Teeth" Q-89 "Let's Visit the Dentist" S-83 "Skipper Visits the Dentist" with record R-85--1 guide S-74 "The Dentist" S-75 "Ten Little People and Their Teeth" Metropolitan Life Insurance Co. New York For Good Teeth American Dental Association 222 E. Superior St. Chicago, Illinois Dental Health Facts for Teachers Charts and Posters: National Dairy Council "Every Day Eat the 1-2-3 Way" "A Guide to Good Eating" (Notebook size-available in quantity, Poster size-single copy)	Students will draw a picture of a dentist at work in the dentist office. RESOURCES Continued "They're Your Teeth" (Small size-available in quantity) "How We Take Care of Our Teeth" "Begin Early" (Small size-available in quantity, Poster size-single copy) "Brush Your Teeth-Eat Good Foods-Visit Your Dentist" (Dental Health Poster) Pamphlets: National Dairy Council Maybe I'll Be a Dairy Farmer Maybe I'll Be an Ice Cream Maker Maybe I'll Be a Milkman What Will I Be from A to Z

p-21 **DOMAIN:** Basic Skills
Knowledge of Work World and Leisure

SUBJECT AREA: First Grade

OBJECTIVE: To develop an awareness of the function of the teeth and the need for good dental hygiene. T develop an awareness of the role of the dental hygienist and the dentist.

ACTIVITIES	RESOURCES	EVALUATION
	Pamphlets (continued) Surprise for Mother Cooking Is Fun Textbooks: Being Six (Scott Foresman) Books: Greene, Carla I Want to Be a Dentist Shay, Arthur What's It Like to Be a Dentist Lapp Dentist Tools	

DOMAIN: Knowledge of Self and Others
Basic Skills

SUBJECT AREA: Grade 2
Language Arts
Science

OBJECTIVE: To develop an awareness of self. The children will realize that we are all different.

ACTIVITIES	RESOURCES	EVALUATION
1. Near the beginning of school measure the height of each child. Leave this chart up so that the children can see how much they've grown throughout the year.	paper or chart "Jenny's Growing Up" Secrets p. 12	The children will learn to use a chart.
2. Weigh each child at the beginning and toward the end of the year. Keep a record of their weight and compare the differences in the two weights.	scale	The children will learn to read a scale.
3. Using tempra paint, make hand prints or footprints of each child.	paints and paper	Children can discuss the differences.
4. Bring baby pictures and have a "parade of babies" bulletin board. Have a contest for the cutest baby. Let the children try to guess who each baby is.	parents	Discuss how the children have always been different
5. Make a scrapbook of self. Things that could be included: a. picture of family b. picture of home c. work of father d. work of mother e. my favorite food, etc.	paper, pencils crayons Seven or So Guide p. 39	Check each child's book. Books can be displayed on a "sharing table."
6. Different and Alike Lesson--have a discussion of how people are alike and different. a. color of hair, eyes b. weight, height c. footprints, handprints d. families, etc.	Things Are Alike and Different Concepts in Science pp. 150-151 "Different" Rewards, p. 58 Compton's Preencyclopedia, Vol. 1, pp. 56-59 Our Working World Lessons 2 and 3	The children can tell how they are alike and different.
7. Have children bring their favorite toy for "Show and Tell." Let them discuss why the toy is their favorite and how it differs or is like their friends' toys.	favorite toy	Discussion of how the toys are alike or different.

p-23 **DOMAIN:** Knowledge of Self and Others
Basic Skills

SUBJECT AREA: Grade 2
Language Arts
Science

OBJECTIVE: To develop an awareness of self. The children will realize that we are all different.

ACTIVITIES	RESOURCES	EVALUATION
8. Do a special something for a child's birthday (let the child be the leader; let the child wear a birthday hat; make cards for the birthday child.) Teach the children to write their birthdates correctly. (Basic Skill)	Our Language Today p. 30, p. 36	Students will tell why their birthdays are all on different days. The children can write dates correctly.
9. Talk about names--we all have different names. Have the children find out why they were named as they were. Learn the correct way to write names. (Basic skill)	Our Language Today pp. 28, 29, 32, 34 Compton's Pre-encyclopedia, Vol. 11, pp. 6-13	Children will learn th correct way to write names.
10. Discuss at the beginning of the year the things we'll do in second grade and let the children write what they think they'll like best and keep these ideas. At the end of the year compare their ideas with their ideas now. (Basic skill)	Palmer Method Writing Books p. 63	The children will learn to write sentences correctly.
11. View filmstrips on career development: a. "People Make a School" b. "Look Out World Here I Come"	School library W-29 W-32	Discussion of filmstrips.
12. View filmstrips from "Beginning to Read--Series H" a. "Nobody Listens to Andrew" b. "One Day Everything Went Wrong" c. "The Boy Who Would Not Say His Name"	School library X-09 X-11 X-12	Discussion of film-strips
13. Read books on Self: a. This is My Family by Fehr b. Do You Know What I'm Going to do Next Saturday? c. Compton's Pre-encyclopedia, Vol.16 pp. 136-151, "You"	School library	Make reports on books.

DOMAIN: Knowledge of Self and Others
Basic Skills

SUBJECT AREA: Grade 2 p-24
Language Arts, Social Studies, Mathematics, Health

OBJECTIVE: The children will learn to make wise decisions.

ACTIVITIES	RESOURCES	EVALUATION
1. Read "Two Pesos for Catalina" to the class. The teacher can also read "The Three Wishes" to the class. The children will discuss the story and the play.	Our Working World, Lesson 10	Students will choose parts and role play the story and play.
2. Have the children find pictures (magazines or catalogs) of things we all need to survive (home, food, clothing). Make a collage of the pictures. Then have the children find pictures of things that are nice but not necessary (boats, campers, televisions, etc.). Make a collage of these pictures. Compare the pictures.	Magazines Catalogs Poster board Glue	The children can name 3 things we must have. The children can name 3 things that are nice but not necessities.
3. Let each child bring things from home that they no longer want. Set up a store. Let each child price his item. Let the children use their arithmetic money to buy what they want.	Investigating School Mathematics, pp. 25-32e	The children will learn to use money.
4. Read and discuss "Jasper Makes Music." (Basic Skill)	Secrets, pp. 175-192	The children can discuss the decision Jasper had to make. Each child can tell why he would or would not have made the same decision.
5. Talk to the children about saving money. Read "Let's Save Money."	Our Working World, Lesson 19	Discussion of story.
6. Conduct a class discussion of what to wear on various type days (cold, hot, rainy, snowy, party days, trip days, etc.). Let the children draw pictures or find pictures of people dressed for the various type days. Make a bulletin board using the pictures under headings (A Rainy Day).	Seven or So, pp. 48-55 Magazines Drawing paper Pencils Crayons	Children can tell what to wear on various type days.

p-25 **DOMAIN:** Knowledge of Self and Others **SUBJECT AREA:** Grade 2 Language Arts

OBJECTIVE: To develop an understanding of individual strengths and weaknesses.

ACTIVITIES	RESOURCES	EVALUATION
1. Have a class discussion of what each child would do if he could do anything he wanted. Let each child draw a picture of his favorite activity.	"Saturday Surprise", Rewards Manual, p. 85	Display the pictures and let each child talk about his.
2. Discuss favorite school subjects of each child. Explain to the children that some people are better at one thing than others.	Duso II, Unit I, Cycle E	The children can tell what they like best and least.
3. Encourage children to keep trying--discuss things that would happen if we gave up the first time we tried something new (learning to walk, learning to talk, learning to read, etc.). The children could act out what would happen in each instance.	"The Chinese Bug", Secrets, pp. 89-110 Duso II, Unit VI	The children can name 3 reasons to keep trying.
4. Have the children keep a diary of the things they do each day including favorite things and least favorite things. Keep the diary at home and school. After one week, let each child read his diary to the class and discuss it. After everyone is done, discuss who would enjoy reading most, who likes doing dishes most, who works at home, who doesn't etc.	Our Language Today, p. G10	The children can tell what their favorite activities are.

DOMAIN: Knowledge of Self and Others

SUBJECT AREA: Grade 2 Language Arts

OBJECTIVE: To show that people have different feelings and to learn to respect other people's feelings.

ACTIVITIES	RESOURCES	EVALUATION
1. Discuss feelings people have and reasons for wanting to be alone. a. being tired b. wanting to read a book or do some other independent activity c. needing to think about a problem	Secrets, pp. 71-86 "The Secret Hiding Place"	Children can name 3 situations where someone might like to be alone.
2. Discuss reasons why people's feelings change. a. reading a funny story b. reading a sad story c. talking to someone, etc.	"Curious George Goes to the Hospital" Secrets, pp. 230-255 "Saturday Surprise" Rewards. pp. 34-51 "The Quarrelsome Kittens," Secrets, pp. 200-201 "Evan's Corner" Rewards, pp. 87-118	Children can name 3 things that might change a person's feelings.
3. Draw pictures of how people would look if they feel happy, sad, angry, excited, confused, etc. After the children have drawn their pictures, let each student act out how he would look in the situation. Let the other children guess how he feels.	art paper Our Language Today p. G3, G42 "Anyone Could But--," Rewards , p. 246	finished pictures The children can guess how their friends feel
4. Learning to understand the feelings of others with the use of prepared activities.	Duso II Unit II, pp. 47-76	Discussion of the Duso activities.
5.View filmstrips concerning children's feelings and problems: a. "Who Believes Sally?" b. "New Boy in Town c. "Unwilling Willie" d. "Danny is Different" e. "Susie Won't Share" f. "How the Lollipop Dragon Got His Name" g. "Working Together" h. "Taking Turns i. "Care of Property" j. "Avoiding Litter" k. "Who do you Think You Are?"	W-22 W-21 W-18 W-19 W-16 T-67 T-68 T-69 T-71 T-72 T-26-T-28	FILMSTRIPS (cont.) l."What Do You Expect of Others?" T-29-T-31 m. "Who's in a Group!" T-32-T-34 n. "You Got Mad: Are You Glad?" T-35-T-36 o. "What Happens Betwee People?" T-37-T-38 p. Value filmstrips U-87-U-92, 051-054, I-4 Q-29, Q-30, 1-F-6 to F-

p-27 **DOMAIN:** Career Planning and Preparation Skills
Knowledge of Self and Others
Basic Skills

SUBJECT AREA: Grade 2
Language Arts

OBJECTIVE: To develop a positive attitude toward work of all kinds.

ACTIVITIES	RESOURCES	EVALUATION
1. Make a helpers chart for the classroom. Include fun jobs (office messenger) and jobs that are not so much fun (door Holder).	Poster board Construction paper	The children perform different jobs.
2. Conduct a session of desk cleaning. Then have children make a litter bag for their desk. Encourage them to keep their desks neat and to empty their litter bags daily.	Construction paper	Reward a child each week for the neatest desk.
3. Discuss the types of jobs the children's parents have. Each child could draw a picture of his dad or mom at work. Let each child talk about their pictures. Then discuss how the jobs are alike or different. We can use interviewing skills (see Appendix I). The children can write what their parents do. (Basic Skill)	Palmer Method Writing Book, Lessons 22,23, 24 and Review Lesson, p. 36	Finished pictures. The children will write sentences correctly.
4. Duso, Unit IV Then talk about personal responsibilities at home and school and why it is important to do a good job.	Duso II	Discussion of personal responsibility.

DOMAIN: Knowledge of Work World and Leisure World. Basic skills, Career Planning and Preparation

SUBJECT AREA: Grade 2 Social Studies Language Arts Science

OBJECTIVE: To help students develop an awareness of life on a farm.

Cluster: Agri-Business and Natural Resources

ACTIVITIES	RESOURCES	EVALUATION
1. Discuss with the children all the things they can find on a farm or in the country. a. animals 1. cows 2. pigs 3. chickens 4. geese 5. sheep 6. horses 7. goats 8. dogs 9. cats b. natural resources 1. trees 2. soil and rocks 3. ponds, lakes, springs, creeks 4. flowers (wild) 5. hills c. things that are grown 1. vegetables 2. fruits 3. wheat, soybeans 4. flowers d. buildings 1. barn 2. chicken house 3. silos 4. windmills	Greenfield U. S. A. p. 140 Childcraft, Vol. 9 Our Working World, Lessons 11, 13, and 14 Secrets, "What Can a Plant Be?" p. 40 Rewards, "Mr. Picklepaw's Popcorn" p. 147 "Down, Down the Mountain" p. 259 Concepts in Science, Unit 6 and 7 Basic Goals in Spelling p. 98, p. 104	The children can name ten things they would find on the farm.
2. Have the children make a model of a farm using construction paper or modeling clay. The children could just draw pictures of farms. Compare how the farm is different from their homes.	Clay or drawing paper	Each student will share his model and tell one about it.
3. Make a bulletin board of farms. Use pictures from magazines that the children can find.	magazines	The completed bulletin board will show things found on a farm.
4. Planting and caring for a plant (flower or vegetable).	Concepts in Science Unit 6	The children will grow a plant and will understand the work involved.

p-29 DOMAIN: Knowledge of Work World and Leisure World. Basic skills, Career Planning and Preparation

OBJECTIVE: To help students develop an awareness of life on a farm.

SUBJECT AREA: Grade 2
Social Studies
Language Arts
Science

Cluster: Agri-Business and Natural Resources

ACTIVITIES	RESOURCES	EVALUATION
5. View filmstrips about farm life: a. Let's Learn About Seeds b. How Plants Help Man c. Growing New Plants d. How a Plant Grows e. Wildflowers Everyone Should Know f. Trees Grow g. Plants Grow h. Growing New Plants i. How Animals Live j. What Animals Give Man k. I Live in the Country l. Farm Animals m. Visiting the Farm n. Horses on the Farm o. Pigs on the Farm p. Sheep on the Farm q. Cats on the Farm r. Visit to a Ranch s. The Country	Library numbers: 1-E-6 B-6 B-4 D-27 2-f-10 B-10 B-9 B-4 E-3 B-7 1-A-2 R-52 A-9 R-24 R-25 R-26 R-28 3-E-1 U-95	Each student will share two facts he learned from the filmstrips.
6. Set up a library corner including books about farms and things found on the farm. a. The Big Book of Animals Every Child Should Know, Grossett & Dunlap Pub. b. Pogo's Farm Adventure by Norling c. Fun at Happy Acres by Barlow d. Children on a Farm by Graham e. I Like Vegetables by Lerner f. The Farm in Pictures by Beaty g. Green is for Growing by Lukell h. Care and Feeding of Animals i. What is a Plant? by Darby j. Predicting with Plants by Podendorf k. Plants with Seeds by Wood l. Who Lives in this Meadow? by Blough m. Farm Animals by Andrews n. Good Morning Farm by Andrews o. Farmer Barnes at the Country Fair p. Farmer Barnes Buys a Pig by Cunliffe q. All My Horses by Steiner	School library (books cont.) r. Joey's Horse by Stewart s. First Book of Horses by McMeekin t. The Story Book of Corn by Petersham u. Tim of Tall Grain Farm by Gustafson v. The Golden Lamb by Gough w. I Like Fruit by Goldman x. The Story Book of Corn by Petersham y. Fruits We Eat by Fenton z. Story of Grains by Parish	Each child will report on one book.
Articles that concern farming: a. Cowboys b. Ranching	Compton's Pre-encyclopedia Vol. 3 pp. 138-143, Vol. 13 pp. 52-57	The children can give reports on the articles.

DOMAIN: Knowledge of Work World and Leisure World. Basic skills, Career Planning and Preparation
OBJECTIVE: To help students develop an awareness of life on a farm.

SUBJECT AREA: Grade 2
Social Studies
Language Arts
Science

Cluster: Agri-Business and Natural Resources

ACTIVITIES	RESOURCES	EVALUATION
7. List all the words the children can think of concerning a farm or farm life. Pick out some (or all) for a spelling lesson. The children might also put the list in alphabetical order. (Basic skills)	children Our Language Today	The children will learn to spell new words and practice alphabetical order.
8. Have a creative writing lesson on "A Day on the Farm" (Basic skills).	Teacher directed Our Language Today p. 76	The children can write a story correctly.
9. Plan a trip to a farm (Grant's Farm, Suson Park, local area farm). Children can use interviewing skills.(see appendix I)	farm workers	Children can discuss things they see on a farm.
10. Invite a farmer to come to school and talk to the children about his work. Children can use interviewing skills (see appendix I).	farmer	The children can name 5 things a farmer does.

p-31 **DOMAIN:** Knowledge of Work World and Leisure World. Basic Skills, Career Planning and Preparation

SUBJECT AREA: Grade 2 Social Studies

OBJECTIVE: The children will become aware of activities that can be done in leisure time.

ACTIVITIES	RESOURCES	EVALUATION
1. Discuss what the children do in their leisure time. They might keep a record of what they do on a week-end. They might illustrate a typical Saturday at their house.	drawing paper Palmer-- Do You Know What I'm Going to do Next Saturday?	The children can tell how they use their leisure time.
2. Let the children talk about odd jobs that their parents do at home. The children can act out the short play, "Should Father Fix the Sink?" Read "Daddy Can Fix It" to the class. (Basic skills)	Our Working World, Lesson 7	The children will act out a play. The children can discuss the story.
3. Invite parents to come to school and tell abouting interesting hobbies they might have. Encourage children to use their interviewing skills. (see appendix I) (Basic skills)	Our Working World, Lesson 8	The children can name 3 hobbies.
4. Invite the librarian, art teacher, music teacher, gym teacher, a scout leader, etc. to talk about leisure time activities. Use interviewing skills (see appendix I). (Basic skills)	Our Working World, Lesson 8	The children can name 3 leisure time activities.
5. Invite members of community volunteer organizations to talk about their organizations (Rotary, Lions, VFW, Elks, Kiwanis, American Legion, Pink Ladies, Bloodmobile, PTA) (Basic skills).	Our Working World, Lesson 27	The children can name 3 volunteer organizations.
6. Set up a hobby corner in the classroom. Let the children tell the class about their hobbies. Encourage children who do not have hobbies to begin one.	Compton's Pre-encyclopedia, Vol. 7, pp. 114-119	The child can tell about his hobby.

DOMAIN: Knowledge of Work World and Leisure World. Career Planning and Preparation **SUBJECT AREA:** Grade 2

OBJECTIVE: To develop an awareness of occupations dealing with consumer and homemaking education.

Cluster: Consumer and Homemaking Education

ACTIVITIES	RESOURCES	EVALUATION
1. Have a discussion of cloth. Have the children bring different types of cloth. Set up a display table where the children can feel and see the different types of material. Continue this unit by discussing where we get different types of cloth:	Childcraft, Vol. 9, pp. 236-243 How We Get Our Cloth, McCall The Story Book of Clothes by Petersham	The children can name 4 types of cloth.
a. cotton--bring a stalk of cotton for the children to see. Talk about how and where cotton is raised and harvested. Talk about how cotton gets from the field to the store. Make a chart to show the progression: (1) field, (2) gin, (3) mill, (4) factory, (5) store	Compton's Pre-encyclopedia, Vol. 3, pp. 94-103 A visitor to cotton country.	The children can tell how cotton fabric is made and can name 5 jobs connected with cotton.
Discuss occupations at each stop in the progression. Write for free materials on cotton:	About Cotton Growing by Harvey magazines American Textile Machinery Association P. O. Box 96 Vienna, Virginia 22180 New Orleans Cotton Exchange Bldg. New Orleans, LA. 70130 Plains Cotton Growers 1720 Avenue M Lubbock, Texas 79401 Textile Converters Assoc. 1450 W. Broadway New York, N.Y. 10018	Use of the materials
View films on cotton: "Bedtime for Janie--A Story from Cotton Picking to Cloth" "Cotton"	Association Films Inc. 347 Madison Ave. New York, N.Y. 10017 National Cotton Council of America Audio-Visual P. O. Box 12285 Memphis, Tenn.	Discussion of films.

p-33 **DOMAIN:** Knowledge of Work World and Leisure World. Career Planning and Preparation **SUBJECT AREA:** Grade 2

OBJECTIVE: To develop an awareness of occupations dealing with consumer and homemaking education.

Cluster: Consumer and Homemaking Education

ACTIVITIES	RESOURCES	EVALUATION
b. Wool This section could be done similar to the cotton section. Someone who was raised where sheep are raised would be a good visitor to the class. Encourage children to use interviewing skills (see appendix I). Write for free material:	The First Book of Wool by Cavanna Pogo's Lamb by Norling Compton's Pre-encyclopedia, Vol. 14, pp. 62-65 American Sheep Producers Council 520 Railway Exchange Bldg. 909 17th St. Denver, Colorado 80202	The children can name jobs necessary for wool production.
View filmstrip "Sheep on the Farm" (Other types of cloth could be mentioned but this is not necessary since this is covered in third grade.)	R-26	Discussion of filmstri
c. Invite a sewing instructor, buyer, fashion designer or other person who works with cloth to visit the class. Children can use their interviewing skills (see appendix I).	Sewing instructor, buyer, fashion designer	Children can name activities of the resource person.
2. Talk about a nursery school or visit one. Let the children tell of their experiences at nursery school. Invite a nursery school teacher to visit the classroom and tell about her work. Encourage children to use interviewing skills. The children could draw pictures of a nursery school.	nursery school teacher drawing paper	The children can name 3 things that the nursery school teacher does.
3. Invite a representative from the 4-H Club to visit the class and tell about the work of the 4-H and show some of their projects. Encourage the children to use interviewing skills (see Appendix I).	4-H representative	The children can name 3 activities of the 4-H.

DOMAIN: Awareness of Self and Others
World of Work and Leisure World. Basic Skills

SUBJECT AREA: Grade 2
Social Studies
Language Arts

OBJECTIVE: To develop an awareness of jobs available and to encourage decision making concerning these jobs.

ACTIVITIES	RESOURCES	EVALUATION
1. Have the children bring old telephone books from home. Use the yellow pages to see the number of jobs available in our area. Make a list of as many different occupations as the children can think of. Put this list up so all the children can see it. Let the children decide which job they'd be most interested in. Have a creative writing lesson entitled, "I Want to be a _____." The children could also draw pictures of their chosen jobs. (Basic skills)	old telephone books Our Working World, Lesson 26 Our Language Today, p. 14 Compton's Pre-encyclopedia, Vol. 8, pp. 90-101	The children can name 10 occupations available in our area. The children can write a story correctly.
2. Have the children select a book from the "I Want to Be" series by Carla Greene. Let them choose any book and explain to them that they'll do the reports on the books differently. Explain that each child will dress up like the person they have chosen to read about and give an oral book report. After all the children have done this, set aside a special day to invite guests (parents, principal, resource people who have visited, other children, etc.) and have the children dress and give their reports. The children could prepare the invitations and the programs.	Our Language Today, pp. 37-39	The children can report on their book orally.
The following is a list of the Carla Greene books: I Want to be a Storekeeper I Want to be a Sales Clerk/ Taxi Driver I Want to be a Postman/News Reporter I Want to be a Airline Hostess/Homemaker I Want to be a Ballet Dancer/ Musician I Want to be a Baker/ Restaurant Owner I Want to be a Computer Operator I Want to be a Tennis Player I Want to be a Lawyer I Want to be a Hockey Player I Want to be a Swimmer I Want to be a Bus Driver I Want to be a Dentist/Doctor I Want to be a Policeman/Fireman I Want to be a Scientist/Space Pilot	School library	

P-35 **DOMAIN:** Awareness of Self and Others
World of Work and Leisure World. Basic Skills

SUBJECT AREA: Grade 2
Social Studies
Language Arts

OBJECTIVE: To develop an awareness of jobs available and to encourage decision making concerning these jobs.

ACTIVITIES	RESOURCES	EVALUATION
Books by Carla Green continued: I Want to be a Teacher/Librarian I Want to be a Zoo Keeper/Animal Doctor I Want to be a Dairy Farmer/ Farmer I Want to be a Fisherman/Sea Captain I Want to be an Orange Grower/Store Keeper I Want to be a Carpenter/Coal Miner I Want to be a Bus Driver/Truck Driver I Want to be a Telephone Operator/Nurse I Want to be an Architect/Forester I Want to be a Beauty Operator/Secretary I Want to be a Baseball Player/Cowboy I Want to be a Mechanic/Road Builder Other books concerning jobs the children might enjoy: Night People by Colby I'd Like by Dickson About Friendly Helpers Around Town by Hoffman Fathers at Work by Radlauer City Workers by Rowe What Do People Do All Day? by Scarry What Happens at the Circus by Shay What Happens at an Animal Hospital by Shay What Happens at a Television Station by Shay What Happens at a Gas Station by Shay What Happens at a Newspaper by Shay What Happens in a Car Factory by Shay What Happens in a Skyscraper by Shay What Happens When You Travel by Plane Shay What Happens When You Mail a Letter by Shay What Happens When You Put Money in the Bank by Shay What Happens When You Make a Telephone Call by Shay What Happens When You Build a House by Shay What Happens When You Turn on the Light by Shay What's it Like to be a Musician by Shay What's it Like to be a Dentist by Shay Venturing by Cambridge Learning About People Who Work For You by Mather Mommies At Work by Merriam		

DOMAIN: Awareness of Self and Others
World of Work and Leisure World. Basic Skills

SUBJECT AREA: Grade 2
Social Studies
Language Arts

OBJECTIVE: To develop an awareness of jobs available and to encourage decision making concerning these jobs.

ACTIVITIES	RESOURCES	EVALUATION
3. Let the children make a puppet to represent their chosen occupation. The children can put on a puppet show telling about their job and interviewing their classmates' puppets about their jobs. Encourage the children to use their interviewing skills (see appendix I). Invited guests could come to the puppet show. The children might keep their chosen job a secret and see if the other children could guess what the job is by interviewing.	Our Language Today, p. 75	The children can tell 5 things about their chosen job and can ask 3 questions about their classmates' jobs.

p-37 **DOMAIN:** Knowledge of Work World and Leisure World, Basic Skills, and Career Planning and Preparation

SUBJECT AREA: Grade 2 Social Studies, Mathematics, Language Arts, Science

OBJECTIVE: To help students develop an awareness of occupations dealing with farm products and our natural resources.

Cluster: Agri-Business and Natural Resources

ACTIVITIES	RESOURCES	EVALUATION
A. Support and Regulations		
1. Discuss with the children what inspecion of products and grading of products means and why it is necessary to do these things. Have the children find inspection tags or markings and bring them to school to share with the class.	Empty egg cartons Wrappers from meat Clothes inspection tags	The children will be able to name jobs in the field of support and regulations.
2. Invite a resource person (meat inspector, a person from a hatchery, food or drug inspector) to visit the class and tell about their work. Children can use interviewing skills (see Appendix I).	Resource person	The children can name 5 activities of the resource person.
3. Plan a class trip to a hatchery to see how animals are inspected or graded. Children can use interviewing skills (see AppendixI).		The children can tell how chickens are inspected and graded.
4. View filmstrips: a. Eggs that produce chicks b. Eggs for you to eat c. Chickens on the Farm	 S-81 S-82 R-27	Discussion of filmstrips.
5. Encourage reading of books: a. Egg to Chick - Selsaml Wolff b. What Is a Chicken? - Darby	School Library	Report on Books.
B. Conservation, E. Forestry, F. Land and Water Management		
1. Have a class discussion of what conservation is and why we need it.	World Book, Vol. 7 Childcraft, vol. 4, Vol. 7, Vol. 8	The children will be able to tell ways to conserve our resources.

DOMAIN: Knowledge of Work World and Leisure World, Basic Skills, and Career Planning and Preparation

SUBJECT AREA: Grade 2 Social Studies, Mathematics, Language Arts, Science

OBJECTIVE: To help students develop an awareness of occupations dealing with farm products and our natural resources.

Cluster: Agri-Business and Natural Resources

ACTIVITIES	RESOURCES	EVALUATION
2. Have a class discussion of things people can do to help conserve our natural resources: a. not litter b. be careful when smoking c. planting trees d. plant flowers e. don't waste water f. saving recyclable papers, cans, etc.	Compton's Pre-encyclopedia, Vol. 12, pp.102-115, Vol. 15, pp.90-109	Children can name 3 things people can do to conserve our natural resources.
3. Have a class project of saving old papers and taking them to a recycling center. Discuss jobs connected with this.	Old newspapers	The children will be doing things to conserve natural resources and can name related jobs.
4. Plant a tree or flowers on the school grounds.	Tree	The children will be doing things to conserve natural resources and can name related jobs.
5. Resource person from conservation department to talk about their work: a. forest ranger b. fire tower look-out Children can use interviewing skills (see Appendix I).	Resource person	The children can name 3 activities of the resource person.
6. Plan a trip to a fire look-out tower. Children can use interviewing skills (see Appendix I).		Children can name 3 things a fire tower ranger does.

p-39 **DOMAIN:** Knowledge of Work World and Leisure World, Basic Skills, and Career Planning and Preparation

OBJECTIVE: To help students develop an awareness of occupations dealing with farm products and our natural resources.

SUBJECT AREA: Grade 2 Social Studies, Mathematics, Language Arts, Science

Cluster: Agri-Business and Natural Resources

ACTIVITIES	RESOURCES	EVALUATION
7. Spend a period outside picking up trash from the playground. Discuss how the trash got there and what the children can do to prevent it. Painting the trash can a bright color or making "Please Don't Litter" posters would help the children remember. Discuss with the children how they can help prevent litter on streets and highways. The children could write letters to the city council requesting more trash cans on city streets. (Basic Skill) The children might save money and buy a trash can.	Trash cans Paint Manila paper Our Language Today, pp. 37 and 38	The children can tell ways they can keep the playground clean. The children can write letters correctly.
8. Filmstrips:		
a. Smokey Bear & Little Marcy series	Library numbers	
1) Meet Smokey Bear	T-61	
2) Animals in the Forest	T-62	
3) A Picnic in the Forest	T-63	
4) A Hike in the Forest	T-64	
5) Being Careful with Fire	T-65	
b. Dash McTrash series	Library numbers	
1) Dash McTrash & the Boys	W-04	
2) Dash McTrash & Anna Mae	W-05	
3) Dash McTrash & Uncle Don	W-06	
4) Dash McTrash & the Big Clean-Up	W-07	
5) E for Ecology	W-08	
c. Adventures with Trees	J-30	
d. How Rocks are Formed	A-31	
e. Rocks Around us	B-5	
f. Conserving our Soil & Water	2-E-9	

DOMAIN: Knowledge of Work World and Leisure World, Basic Skills, and Career Planning and Preparation

SUBJECT AREA: Grade 2 Social Studies, Mathematics, Language Arts, Science

OBJECTIVE: To help students develop an awareness of occupations dealing with farm products and our natural resources.

Cluster: Agri-Business and Natural Resources

ACTIVITIES	RESOURCES	EVALUATION
9. Set up a library corner of conservation and forestry books. These might be included: a. Forest Animals - Andrews b. Timothy's Forest - Littledale c. A Tree is a Plant - Bullar d. I Picked a Flower - Lerner e. The First Book of Gardening Kirkus f. Thanks to Trees - Webber g. How does a Garden Grow? - Brown h. About Foresters - Dobrin i. Trees and How They Grow - Carter j. The Wonderland of Plants - Shannon k. Soil - Gromer l. Every Day is Earth Day - Podendorf m. I Picked a Flower - Lerner n. Plants with Seeds - Wood o. Flowers, Fruits, & Seeds - Parker p. Flowers and What They Are - Elting q. Tree Products - Adler	School library	Children can report on the books they read.
C. Education		
1. Invite a resource person from the extension service to talk to the class about their work. Use interviewing skill (see AppendixI). Invite a resource person who is an agriculture instructor (maybe from junior college). Use interviewing skills (see Appendix I).	Resource person	The children will be able to name 2 educational jobs connected with agriculture.

p-41 DOMAIN: Knowledge of Work World and Leisure World, Basic Skills, and Career Planning and Preparation

SUBJECT AREA: Grade 2 Social Studies, Mathematics, Language Arts, Science

OBJECTIVE: To help students develop an awareness of occupations dealing with farm products and our natural resources.

Cluster: Agri-Business and Natural Resources

ACTIVITIES	RESOURCES	EVALUATION
D. Research		
1. Discuss horticulture with the class. Invite a horticulturist to talk about their work. Encourage use of interviewing skills (see Appendix I).	Resource person	The children can tell about the work of a horticulturist.
2. Plan a visit to a flower shop to learn about the work done there. Use interviewing skills (see Appendix I).	Flower shop employee	The children can name 3 activities necessary in raising flowers.
3. Plant flowers (indoors or outdoors). Encourage each child to take special care of his own plant.	Concepts in Science, Unit 6	
4. Plan a visit to a nursery or green house or invite a person from there to visit the class. Have him tell about his work. Use interviewing skills (see Appendix I).	Resource person	The children can name 3 things done at a green house.
E. Fisheries & Wildlife		
1. Discuss with the class the types of food we get at the store that come from the ocean or rivers (fish, shrimp, tuna, etc.). Make a collage of pictures of fish products.	Compton's Pre-encyclopedia Vol. 14, pp. 6-9, 14-19 Concepts in Science, pp. 120-121 Magazines The Science Hobby Book of Fishing (library) Greenfield U.S.A., pp. 148-155	The children can tell how fish gets from sea to market and can name jobs related to this.
2. Discuss how the stores get the fish products.		
3. Make a mural of what happens to fish from sea to market.		

DOMAIN: Knowledge of Work World and Leisure World, Basic Skills, and Career Planning and Preparation

SUBJECT AREA: Grade 2 Social Studies, Mathematics, Language Arts, Science

OBJECTIVE: To help students develop an awareness of occupations dealing with farm products and our natural resources.

Cluster: Agri-Business and Natural Resources

ACTIVITIES	RESOURCES	EVALUATION
4. Have an aquarium in the classroom and let the children care for it.	Concepts in Science, pp. 174-177 School Library: Fun Time Terraruims & Aquariums The Science Hobby Book of Aquariums	The children can name 3 things that are necessary in maintaining an aquarium.
5. Invite a game warden to come and talk about his work. Use interviewing skills (see Appendix I).	Resource person	The children can name 3 things that the game warden does.
6. View filmstrips: a. The Fishing Industry b. Life in Ponds, Lakes, and Streams c. Small fish, water animals, and insects d. Fresh water Turtles & Fish	Library Numbers U-29 B-21 B-22 B-24	Discussion of filmstrips.
7. Make paper fish a. cut 2 matching fish outlines, color and staple--stuff with old nylons. b. cut a fish outline and design it using glitter. c. put fish in a small plastic pool.	Drawing paper Colors Old nylons Glitter Stapler	Each student goes fishing in the fish pond. He catches fish and tells one thing he has learned about fisheries or fishing industry and occupations.
8. Read "Picnic by the Sea," "Punia and the King of the Sharks," "About Sea Life," and "Hawaii." Discuss sea life. (Basic Skills)	Rewards pp. 172-173	Children can tell about sea life.
9. Library Books about Fish and Fisheries: a. The Picture Book of Fisheries b. My Learn to Fish Book - Golden Press c. Plenty of Fish - Selsam d. Fish - Andrews e. What is a Fish? - Dardy	School library	Reports on the books.

P-43 **DOMAIN:** Knowledge of Work World and Leisure World, Basic Skills, and Career Planning and Preparation

SUBJECT AREA: Grade 2 Social Studies, Mathematics, Language Arts, Science

OBJECTIVE: To help students develop an awareness of occupations dealing with farm products and our natural resources.

Cluster: Agri-Business and Natural Resources

ACTIVITIES	RESOURCES	EVALUATION
f. Goldie is a Fish - Fenton g. The Science Hobby Book of Fishing		
F. Mining and Quarrying		
1. Invite a mine worker to visit the classroom and discuss his work. Use interviewing skills (see Appendix I).		The children can tell 3 things about working in a mine.
2. Plan a trip to a mine. (Bonne Terre Mine, Sand Mine) Use interviewing skills (see Appendix I).		
3. Let the children discuss things found in a mine. They could make a collection of rocks, find magazine pictures, etc.	Compton's Pre-encyclopedia pp. 128-141 The True Book of Rocks and Minerals (library) Rocks and Gems by Heaviiin (library Golden Adventure Book of Rocks by Evans (library) The Science Hobby Book of Rocks & Minerals (library)	
G. Productive Agriculture and K. Service		
1. Conduct a class discussion about a dairy: a) A dairy is a farm where milk cows are found. b) A dairy is a plant where fresh milk is prepared for our use. c) A dairy is a place where milk and milk products are sold.	Concepts in Science, pp. 122-123 Compton's Pre-encyclopedia, Vol. 4, pp. 6-9	The children can tell what a dairy is.
2. Plan a trip to the supermarket dairy section to learn what products come from a dairy.	Greenfield U.S.A., pp. 23-25	The children can name 5 dairy products.

DOMAIN: Knowledge of Work World and Leisure World, Basic Skills, and Career Planning and Preparation

SUBJECT AREA: Grade 2 Social Studies Mathematics, Language Arts, Science

OBJECTIVE: To help students develop an awareness of occupations dealing with farm products and our natural resources.

Cluster: Agri-Business and Natural Resources

ACTIVITIES	RESOURCES	EVALUATION
3. Make a bulletin board about the dairy. Materials are available free from the St. Louis District Dairy Council and the American Dairy Association. Other materials can be found by the children.	St. Louis District Dairy Council 2710 Hampton St. Louis, Mo. 63139 American Dairy Assoc. 20N. Wacker Drive Chicago, Ill. 60606 Magazines Newspapers	The children can name 5 dairy products.
4. Have the children bring various-sized milk cartons that have been emptied. Use the cartons to teach liquid measurement. (Basic Skills)	Empty cartons Investigating School Mathematics p. 46	The children will learn liquid measurement.
5. Let the children bring empty wrappers or carton from dairy products. Set up a store in the classroom and let the children buy and sell the items from the store using play money. (Basic Skills)	Milk cartons Cheese wrappers Butter containers Cottage cheese cartons Sour cream cartons Play cash register Play money Investigating School Mathematics pp. 25e-31e	The children will learn to count money and make change.
6. Discuss what happens to milk from the cow to the consumer. Make a chart to show the progression.	Our Working World, pp. 260-264	Students will make a chart.
7. View film (borrower pays return postage) "The Freedom to Succeed"	Modern Talking Picture Service 1212 Ave. of the Americas New York, N.Y. 10036	Discussion of film.

p-45 **DOMAIN:** Knowledge of Work World and Leisure World, Basic Skills, and Career Planning and Preparation

SUBJECT AREA: Grade 2 Social Studies, Mathematics, Language Arts, Science

OBJECTIVE: To help students develop an awareness of occupations dealing with farm products and our natural resources.

Cluster: Agri-Business and Natural Resources

ACTIVITIES	RESOURCES	EVALUATION
8. Filmstrips: a. Cows, Milk from the cow to you b. Cows on the Farm c. How the cow makes milk	Library numbers 0-36 R-23 S-80	Students will answer questions about filmstrips.
9. Library Books: a. DEE & CURTIS ON A DAIRY FARM by Liffring b. DAIRYMAN DON by Barr & Chapin c. MILK FOR YOU by Chloat d. WHAT IS A COW By Darby	School library	Report on books.
10. View film, "From Cow to Carton"	Modern Talking Picture Service c/o Swank Motion Pictures Inc. 201 S. Jefferson St. Louis, Mo. 63103	Students will discuss film.
11. Career Awareness Activity "The Ice Cream Factory"	Duso II	
12. Have a class discussion about honey and bees.	Books from School Library HERE COME THE BEES by Gondey THE FIRST BOOK OF BEES by Tibbets CLOSE-UP OF A HONEY-BEE By Foster BEES & WASPS By Heavilin COMPTON'S PRE-ENCYCLOPEDIA, Vol. 2, pp. 74-85	The children can name 3 things that a beekeeper does.
13. Invite a member of the Beekeepers Association to talk to the class about his work. The children can use interviewing skills (see Appendix I).		

DOMAIN: Knowledge of Work World and Leisure World, Basic Skills, and Career Planning and Preparation

SUBJECT AREA: Grade 2 Social Studies, Mathematics, Language Arts, Science

OBJECTIVE: To help students develop an awareness of occupations dealing with farm products and our natural resources.

Cluster: Agri-Business and Natural Resources

ACTIVITIES	RESOURCES	EVALUATION
14. Conduct a class discussion about auctions. Let the children tell personal experiences from auctions. Invite an auctioneer to talk to the class about his work. Encourage children to use interviewing skills (see Appendix I). Let the children have an auction in the classrooom. The children could bring things from home or make things to auction. Their money from arithmetic could be used. Let one child be the auctioneer and the others bidders. Choose a new auctioneer occasionally.	Investigating School Mathematics, pp. 25e-32e	The children will have practice in working with money.

p-47 DOMAIN: Knowledge of Self

SUBJECT AREA: Third Grade
Language Arts
Health

OBJECTIVE: To promote acceptance of one's own strengths and weaknesses.

ACTIVITIES	RESOURCES	EVALUATION
1. Use DUSO II, Unit VI, Cycle B to develop the idea that no one is perfect but we should all try our best.	DUSO II	Pupils carry out activities suggested.
2. Class discussion of things about self which we can change and things we cannot change. Basic skill: Language Arts.		Pupils can name 3 specific things about self that they can change and 3 things they cannot change.
3. Class discussion on importance of good grooming and cleanliness. Basic skills: Health.	School nurse	Pupils make a simple good grooming chart and follow it for 2 weeks.
4. Discuss personal appearance as related to acceptance by others. Reasons why employers might stress a good personal appearance. Pupils look for pictures of people who look acceptable and those who do not. Discussion of choices.	Books Magazines Newspapers	Pupils name 1 reason for a good personal appearance.
5. Make a comparative chart, one for the boys and one for the girls listing everyone in the class and naming one accomplishment of each. Display. If space is left the chart can be added to during the year.	Large construction paper	Pupils can name 1 accomplishment.

DOMAIN: Knowledge of Self

SUBJECT AREA: Third Grade Language Arts

OBJECTIVE: To develop tolerance and understanding of peers.

ACTIVITIES	RESOURCES	EVALUATION
1. Use DUSO II, Unit I, Cycle B with suggested activities.	DUSO II	Pupils discuss ways to accept differences in self and others.
2. Use DUSO II, Unit III, to develop growth in relationship with peers. In discussing "getting along" bring in situations where getting along is necessary; ex. football team, astronauts, factory workers, etc.	DUSO II Sr. High football player Cheerleader	Pupils discuss acceptable and unacceptable behavior and ways to work for group goals.
3. Pupils "role-play" situations where getting along is the problem. a) Pupils can discuss and suggest. b) After the role-playing, pupils can discuss ways the situation might have been handled differently. Basic skills: Language Arts.		Pupils suggest alternative ways to handle problems of getting along.
4. Pupils suggest a few simple rules for getting along while teacher lists on board.	Poster board Construction paper Crayons	Pupils make a poster to illustrate his rules.
5. Pupils find a story to illustrate a situation where getting along was necessary. Read it to class.	Library shelf Reading book Supplementary readers	Pupils can read a story and illustrate the point that getting along is necessary.
6. a) Use a story that has a situation where people did not get along. b) Class discussion. c) Pupils write a story: "My Secret Person" naming no one but describing someone they have trouble getting along with and listing some of the things they might do to make the situation change. Basic skills: Language Arts.	Tom and the Two Handles Let's Be Enemies	Pupils listen to and discuss a story about people who do not get along. Pupils can name 2 ways of getting along in a real life situation.

p-49 **DOMAIN:** Knowledge of Self

SUBJECT AREA: Third Grade
Language Arts
Mathematics

OBJECTIVE: To encourage the pupils to make wise decisions.

ACTIVITIES	RESOURCES	EVALUATION
1. Use open-ended situation: ex.) a child does something, lies about it. Discuss: What would you do? and reasons for choices. Teacher can show filmstrips W-13 to W-22 for discussion	Filmstrips: It's Up To You Series W-13 to W-22 (with record) DUSO II, Unit VIII	
2. Use filmstrip "Rob's Problem at Camp" or "A Choice about cheating" as story starters. Class discussion of situation and choices.	Filmstrips: S-25 Rob's Problem at Camp S-26 A Choice about cheating	Pupils discuss story and make up an ending
3. Pupils write their endings to the story discussed. Read their endings to class. Discussion of choices. Basic skill: Language Arts.		Pupils write ending for a story.
4. Develop activities for choices of independent study. Have a variety of skill sheets from different areas, such as Math, Reading, Language, etc. Pupils choose which activity to do for seatwork. Group discussion of reasons for choices. Basic skill: Various subjects.	Duplicated copies of skills sheets from different areas. These should be a review of skills already taught.	Pupils complete skill sheet and state a reason for choosing
5. Set up situation. Ex.) "You are earning money. You have enough money to buy one thing." Pupils cut pictures to demonstrate choice. Discussion of choices: reasons for and things that might change choices.	Paper catalogs magazines newspapers	Pupils name 1 reason for choice and 1 thing that would change their choice.
6. Use Lesson 4, "Wealth" The Human Value Series Teaching Pictures for group discussion.	The Human Value Series Teaching Pictures Teacher's Edition	Pupils can define meaning of wealth.

DOMAIN: Knowledge of Self

SUBJECT AREA: Third Grade Mathematics Language Arts

OBJECTIVE: To promote acceptance of differences between the pupil and others.

ACTIVITIES	RESOURCES	EVALUATION
1. Use stories and poem from Reading book to discuss physical differences. Basic skill: Reading.	"All of Us a Family" p. 154 "Stevie's Other Eyes" p. 155-174 "How D.Y.B, Worked for April" p. 236-253 Panorama (Houghton Mifflin) "Truly My Own" p. 111 Fiesta (Houghton Mifflin)	Pupils can list physical differences.
2. Choose 5 or 6 pupils to "model" while other pupils draw pictures of them.	Manila paper crayons	Pupils draw pictures.
3. Make a chart to measure the height of whole class. If measurement is marked in different colors and the child's name is written by the mark, the height could be measured at different intervals during the whole year. Basic skill: Math.	Large piece of paper Marking pens ruler yardstick	Pupils can measure accurately.
4. Discuss different interests of pupils. a) Pupils can pantomime their interest while others guess. b) Pupils write their interest on a piece of tagboard. Pin it on their backs. Pupils try to find other pupils with the same interests or pupils with different interests. c) Pupils bring collections to show their interests.	Tagboard Safety pins	Given a list of interests, pupils will identify classmates.

p-51 **DOMAIN:** Knowledge of Self

SUBJECT AREA: Third Grade Language Arts

OBJECTIVE: To help students deal with own feelings.

ACTIVITIES	RESOURCES	EVALUATION
1. Use stories and poems from Panorama reader to discuss own feelings. Basic skills: Language Arts.	"The Friendly Ghost" p. 94-112 "Who Needs Punch?" p. 61-74 "Sometimes" p. 195 Panorama (Houghton Mifflin)	Pupils list different feelings. Choose a color to make a mark by each feeling. Let students tell why they choose certain colors for certain feelings.
2. Pick a feeling. Pupils suggest list of words we use to describe that feeling.		Each student will give words to describe a feeling. Other students will guess what feeling is being described.
3. Pupils make posters or charts using the list of words suggested. Basic skills: Language Arts.	Poster board Large construction paper Crayons	Each student will write a short story using the words from his poster.
4. Pupils draw a picture of a situation showing a feeling, or choose pictures from books or magazines. Display. If pictures are not labeled, pupils can try to guess feelings shown.	Manila paper Books Magazines Crayons	Pupils identify feelings from pictures.
5. Pupils "role-play" situations where feelings can be shown. Use p. 143-144 in language book.	Our Language Today (American Book Co.)	Pupils show feelings through playing a part.
6. Pupils pantomime feelings while other pupils try to guess the feeling demonstrated.		Pupils show feeling through expression and body language.

DOMAIN: Knowledge of Work World and Leisure. Basic Skills

SUBJECT AREA: Third Grade
Language Arts
Social Studies
Mathematics

OBJECTIVE: (general) To develop an awareness with different occupations related to Personal Services. **OBJECTIVE:** (specific) Pupils will be able to name some of the occupations related to Domestic Service.

ACTIVITIES	RESOURCES	EVALUATION
1. Discuss domestic service and occupations related to it. List on board.	Household Workers by Keliher	Pupils can name 5 workers in this field.
2. Pupils read the unit on Bread, Working Together, pp. 63-68. Basic skills: Language Arts, Social Studies. Free information: a) General Mills, Inc. 9200 Wayzata Blvd. Minneapolis, Minnesota 55402 b) The Pillsbury Company, 608 Second Avenue South, Minneapolis, Minnesota 55402 c) Free film: Your Daily Bread American Bakers Association, Suite 650 1700 Pennsylvania Ave. N. W. Washington, D. C. 20006	Working Together (Follett) Lesson 21, Our Working World (SRA) At the Bakery by Lilian Colonius	Pupils will be able to answer written questions about the bread-making process.
3. Pupils make a collage or poster depicting different things made at a bakery.	Manila paper Poster board Magazines Books Newspapers Scissors Glue	Pupils will be able to list 10 things made at a bakery.
4. Visit a bakery.	World of Work trip	Pupil can tell 1 thing they liked about the bakery and draw a picture of it.
5. Pupils bake bread. Basic skills: Reading, Mathematics (measurement).	Betty Crocker's New Boys and Girls Cookbook Betty Crocker ingredients oven pans	Pupils have a tasting party and eat the bread made.
6. Class discussion of job activities of a baby-sitter.	My Friend the Babysitter by Jane Watson	Pupils can list 3 job activities of a baby-sitter.

p-53 **DOMAIN:** Knowledge of Work World and Leisure. Basic Skills

SUBJECT AREA: Third Grade
Language Arts
Social Studies
Mathematics

OBJECTIVE: (general) To develop an awareness with different occupations related to Personal Services. **OBJECTIVE:** (specific) Pupils will be able to name some of the occupations related to Domestic Service.

ACTIVITIES	RESOURCES	EVALUATION
7. Invite a babysitter to discuss job activities. Encourage pupils to use interviewing skills. See appendix I.	Babysitter	Pupils can state 1 qualification for a babysitter.
8. Invite a day worker or yard man to discuss job activities. Encourage pupils to use interviewing skills. See appendix I.	Day worker Yard man	Pupils can list 3 job activities of the person interviewed.
9. Pupils write thank-you letters to the invited guests and the places visited. Basic skills: Language Arts.	Paper Envelope	Pupils can express thanks to the people invited and give a reason why they enjoyed the guest or the place they visited.

DOMAIN: Knowledge of Work World and Leisure. Basic Skills

SUBJECT AREA: Third Grade
Language Arts
Social Studies

p-

OBJECTIVE: (general) To develop an awareness with different occupations related to Personal Services. OBJECTIVE: (specific) Pupils will be able to name some of the occupations related to Lodging and Related Service Occupations.

ACTIVITIES	RESOURCES	EVALUATION
1. Pupils read unit on automobiles, pp. 134-136 including lodging facilities. Basic skills: Language Arts, Social Studies	Working Together (Follett)	Pupils can name 3 different lodging facilities available for travelers.
2. Discuss camping experiences with pupils.		Pupils make a list of things needed for a camping trip.
3. Pupils write a letter to hotels, motels, campsites, etc. for their brochures. Basic skills: Language Arts.	Holiday Inn National Park Service Paper, envelopes	Pupils can read the replies and show brochures and materi received from the places with which they corresponded.
4. Invite a manager of a lodging facility to discuss job activities. Encourage pupils to use interviewing skills. See appendix I.	Manager of a lodging facility	Pupils can name 5 activities of a manager of a lodging facility.
5. Pupils visit a lodging facility.	World of Work trip	Pupils can role-play job activities obser on the trip.
6. Invite a camp counselor to discuss job activities or use DUSO II Role Playing Activity Card "Camp Counselor" IV C. Encourage pupils to use interviewing skills. See appendix I.	Camp Counselor DUSO II	Pupils can list job activities of a camp counselor.

p-55 **DOMAIN:** Knowledge of Work World and Leisure. Basic Skills **SUBJECT AREA:** Third Grade Language Arts

OBJECTIVE: (general) To develop an awareness with different occupations related to Personal Services. OBJECTIVE: (specific) Pupils will be able to name some of the occupations related to Barbering, Cosmetology, and Related Services.

ACTIVITIES	RESOURCES	EVALUATION
1. Class discussion of Barbering. Invite a barber to visit the class to discuss training, job activities, tools, etc. Encourage pupils to use interviewing skills See appendix I.	Barber	Pupils can role-play job activities of a barber.
2. Class discussion of Cosmetology. Invite a Cosmetologist/Beauty Operator to discuss job activities, training, tools, etc. Encourage pupils to use interviewing skills. See appendix I.	Cosmetologist I Want to be a Beauty Operator by Carla Greene	Pupils list 5 job activities of a Cosmetologist.
3. Each student will make a collage of hair care products for men and women.	Magazines newspapers construction paper scissors glue	Students will display finished collage.
4. Invite a Funeral Director to discuss his role in the community. Encourage pupils to use interviewing skills. See appendix I.	Funeral Director	Pupils can state a reason for the funeral director's role in the community.
5. Visit a Funeral Home.	World of Work trip	Pupils can describe visit to funeral home in a short written paragraph.

DOMAIN: Knowledge of Work World and Leisure. Basic Skills

SUBJECT AREA: Third Grade
Reading
Social Studies

OBJECTIVE: (general) To develop an awareness with different occupations related to Personal Services. OBJECTIVE: (specific) Pupils will be able to name some of the occupations related to Dry-cleaning, Laundry, and Apparel Services.

ACTIVITIES	RESOURCES	EVALUATION
1. Read "Care of Clothes" p. 117-118. Discuss necessity for taking care of clothes and how others help. Basic skills: Reading, Social Studies.	Working Together (Follett)	Pupils list things to do to care for own clothes. Make a chart to follow for two weeks.
2. Teach pupils how to sew on a button, including how to thread the needle and knot the thread.	needles thread buttons material scraps	Pupils sew on a button.
3. Visit a shoe repair shop to observe job activities of a shoe repairman. Encourage pupils to use interviewing skills. See appendix I.	World of Work trip	Pupils draw a picture of the tools needed by a shoe repairman.
4. Pupils bring old shoes to school. Let them examine and decide what tools would be needed to fix each.	Old shoes	Pupil can name a tool needed to repair a shoe.
5. Visit a dry cleaning shop. Pupils use DUSO II Career Awareness Activity Card "The Laundry" VIII A.	World of Work trip	Pupils can name the steps needed to clean clothes professionally.

p-57 **DOMAIN:** World of Work and Leisure Time. Basic Skills

SUBJECT AREA: Third Grade
Language Arts
Social Studies

OBJECTIVE: (general) To develop an awareness with different occupations related to Personal Services.
OBJECTIVE: (specific) Pupils will be able to name some of the occupations related to Stewards, Attendants, Hosts, and Miscellaneous Personal Services.

ACTIVITIES	RESOURCES	EVALUATION
1. Trains and Railroads--Correlate with Transportation Unit. pp. 141-146. Basic skills: Social Studies.	Working Together (Follett) Unit 4, pp. 125-164	Pupils will name 5 railroad workers who offer personal service.
2. Airplanes and Airports--Correlate with Transportation Unit. pp. 153-160. Basic skills: Social Studies.	Working Together (Follett) Unit 4, pp. 125-164	Pupils will name 5 airline workers who offer personal service.
3. Invite a restaurant host or hostess to discuss job activities.	Host Hostess	Pupils can name job activities of a restaurant host or hostess.
4. Pupils write a short paragraph, "I Would Like to Be _____." (one of the hosts or hostesses in this category) including 3 advantages and 3 disadvantages. Basic skills: Language Arts.		Pupils will list 3 advantages and 3 disadvantages of being a host or hostess.

DOMAIN: Knowledge of Work World and Leisure. Basic Skills

SUBJECT AREA: Third Grade Language Arts Science

OBJECTIVE: (general) To develop an awareness with different occupations related to Personal Services. OBJECTIVE: (specific) Pupils will be able to name some of the occupations related to Domestic Animal Care.

ACTIVITIES	RESOURCES	EVALUATION
1. Read "The Snake in the Carpool" p. 9-34 and/or "Eddie and the Goat" p. 45-54. Discuss care of pets in the stories, how we care for our pets, who helps in the care of pets. Basic skills: Reading.	Panorama (Houghton Mifflin) Roads to Follow (Scott, Foresman)	Pupils can name 3 occupations related to pet care.
2. Pupils bring pictures of own pets or cut-out pictures of pets which they would like to own. Display on bulletin board.	Photographs Magazines Books	After bulletin board is finished each student will select a pet from the board. The selection will be a pet he has never owned. Student will describe the care and responsibilities required for the pet he has chosen.
3. Invite a veterinarian to discuss job activities. Pupils use interviewing skills. See appendix I.	Veterinarian Animal Doctor by Greene	Pupils can name 3 job activities of a veterinarian.
4. Visit an Animal Hospital, Animal Shelter, or Kennel.	World of Work trip What Happens at an Animal Hospital by Shay DUSO II Career Awareness Activity Card, "The Pet Store" VID	Pupils can name 1 thing they liked or disliked about the trip.
5. Invite a Dog Groomer to discuss job activities. Encourage pupils to use interviewing skills.	Dog Groomer	Pupils can list 5 tools needed by a Dog Groomer.
6. Visit the zoo. Basic skills: Science.	World of Work trip I Want to be a Zoo-keeper by Greene A Zoo for You by Lubell	Pupils can name 5 occupations related to running the zoo.

P-59 **DOMAIN:** Knowledge of Work World and Leisure. Basic Skills

SUBJECT AREA: Third Grade
Language Arts
Social Studies
Mathematics

OBJECTIVE: (general) To develop an awareness with different occupations related to Personal Services. OBJECTIVE: (specific) Pupils will name some of the occupations related to Food and Beverage Preparation and Service.

ACTIVITIES	RESOURCES	EVALUATION
1. Pupils use newspapers to cut out restaurant advertisements. Make a collage. Basic skills: Reading.	Newspapers Construction paper	Pupils can list 10 places serving food.
2. Read and discuss "Fish, Meat, and Eggs" pp. 79-82. Basic skills: Social Studies.	Working Together (Follett)	Given a kind of meat, pupils will identify the animal from which it comes.
3. Visit a butcher shop or the meat department of a grocery store. Encourage pupils in use of interviewing skills. See appendix I.	World of Work trip	Pupils name 3 job activities of a butcher.
4. Class discussion of Cooks and Restaurants in preparation for a trip to visit a restaurant.	Cook or Chef I Want to be a Restaurant Owner by Greene	Pupils name 1 thing or activity they want to observe on the trip.
5. Visit school cafeteria to observe food preparation and job activities. Pupils use interviewing skills. See appendix I.	World of Work trip	Pupils play "Twenty" questions concerning food preparation and job activities in the school cafeteria.
6. Obtain menu from the restaurant to be visited or make-up one for display. Pupils can list orders and figure how much money will be spent. Basic skills: Reading, Mathematics.	Menu or poster board	Pupils will order from a menu and pay bill for the amount of food each orders.
7. Visit a restaurant. Pupils use interviewing skills. See appendix I.	World of Work trip Burger Chef McDonald's Other restaurants	Pupils list 5 job activities observed on trip.

DOMAIN: Knowledge of Work World and Leisure. Basic Skills

SUBJECT AREA: Third Grade Language Arts Social Studies

OBJECTIVE: (general) To become familiar with different occupations related to Transportation.
OBJECTIVE: (specific) Pupils will be able to name some of the occupations related to Highway Transportation.

ACTIVITIES	RESOURCES	EVALUATION
1. Class discussion of ways to travel on highways.	Thruway by Rockwell Busy, Busy World by Scary Hop Aboard! Here We Go by Scary	Pupils can list 5 ways to travel on highways.
2. a) Go for a walk around the school, taking pencil and paper. b) Pupils keep record of particular vehicles observed on their walk.	pencil paper manila paper crayons	Pupils make a simple graph of vehicles seen on a walk around the school.
3. a) Read and discuss poem "Taxis" by Rachel Field. Basic Skills: Language Arts. b) Pupils draw pictures of taxis. Cut out door and insert plain paper. c) Invite a taxi driver to discuss job activities. Encourage pupils to use interviewing skills. See appendix I.	"Taxis" p. 177 Time for Poetry by Arbuthnot manila paper crayons scissors Taxi driver I Want to be a Taxi Driver by Greene	Pupils will list 3 job activities of a taxi driver on the plain sheet of paper inserted in pictures of taxis.
4. Read and discuss "A Story about Automobiles" pp. 134-136. Include: occupations related to automobiles, good riding manners, importance of automobiles in our everyday life. Basic skills: Reading.	Working Together (Follett) What Happens in a Car Factory by Shay The First Book of Automobiles by Bendick Off We Go by Wise A B C of Cars and Trucks by Alexander	Pupils answer questions about pages read and discussed.
5. Invite Auto Mechanic to discuss job activities. Pupil use interviewing skills See appendix I.	Auto Mechanic I Want to be a Mechanic by Greene What Happens at a Gas Station by Shay	Pupils name 5 job activities of an auto mechanic.

p-61 **DOMAIN:** Knowledge of Work World and Leisure. Basic Skills

SUBJECT AREA: Third Grade Language Arts Social Studies

OBJECTIVE: (general) To become familiar with different occupations related to Transportation.
OBJECTIVE: (specific) Pupils will be able to name some of the occupations related to Highway Transportation.

ACTIVITIES	RESOURCES	EVALUATION
6. Use DUSO II, Career Awareness Activity Cards, I-C "The Car Wash" and III-C "First Day on the Job."	DUSO II	Pupils carry out activities suggested.
7. Read and discuss "Henry Ford" pp. 138-142. Basic skills: Reading.	Panorama (Houghton Mifflin)	Pupils answer questions about the selection.
8. Read "A Bus Trip to Rockville" pp. 130-140 and discuss. Basic skills: Social Studies.	Working Together Filmstrip R-32 "Buses"	Pupils can name 5 occupations related to bus transport.
9. Invite a bus driver to discuss job activities. Pupils use interview skills. See appendix I.	Bus driver I Want to be a Bus Driver by Greene	Pupils name 3 job activities of a bus driver.
10. Read and discuss "Motor Trucks" pp. 137-138. Basic skills: Social Studies.	Working Together (Follett) The First Book of Trucks by Tatham The Trucks That Haul By Night by Stevens A B C of Cars and Trucks by Alexander Filmstrip: R-33 "Trucks"	Pupils answer questions about pages read and discussed.
11. Pupils make trucks from paper boxes. Paint with tempera paint. Cut wheels separately and fasten with brass brads.	Assorted boxes milk cartons paints brushes brass brads	Pupils make a truck.
12. Arrange for a truck to be displayed at school.	Moving or Trucking Firm	Pupils will inspect truck and after returning to class each pupil will draw the inside of the cab of the truck.

DOMAIN: Knowledge of Work World and Leisure.
Basic Skills

SUBJECT AREA: Third Grade
Language Arts
Social Studies

OBJECTIVE: (general) To become familiar with different occupations related to Transportation.
OBJECTIVE: (specific) Pupils will be able to name some of the occupations related to Highway Transportation.

ACTIVITIES	RESOURCES	EVALUATION
13. Invite a Truck driver to discuss job activities. Pupils use interviewing skills. See appendix I.	Truck driver I Want to Be a Truck Driver by Greene Truck Drivers by Greene	Pupils list 3 advantages and 3 disadvantages of being a truck driver.

p-63 **DOMAIN:** Knowledge of Work World and Leisure. Basic Skills

SUBJECT AREA: Third Grade
Social Studies
Language Arts
Mathematics

OBJECTIVE: (general) To become familiar with different occupations related to Transportation.
OBJECTIVE: (specific) Pupils will be able to list occupations related to Rail Transport.

ACTIVITIES	RESOURCES	EVALUATION
1. Read and discuss "Trains and Railroads" pp. 141-146. Basic Skills: Social Studies.	Working Together (Follett)	Pupils answer questions about pages read and discussed.
2. Make a chart of trainman's signals for pupils to study. Pupils can perform signals for others to identify.	World Book Encyclopedia Vol. 16 Compton's Encyclopedia Vol. 19 Britannica Jr. Encyclopedia Vol. 13 poster board large manila paper old lantern whistle	Pupils can perform a trainman's signal.
3. Read "The Men Who Run the Trains" pp. 53-63 and discuss. Basic skills: Reading.	Friends Far and Near 3/2 (Ginn)	Pupils will answer questions about the pages read.
4. Pupils form groups to make simple reports about trains and railroads. Some topics are: Railroad Workers, a) freight trains b) passenger trains; Kinds of Cars, a) freight trains b) passenger trains; Old fashioned trains. Reports could take the form of charts on poster board and/or oral reports. Basic skills: Language Arts.	Encyclopedias Railroads in the Days of Steam American Heritage Junior Library The Golden Spike by Littledale The First Book of Trains by Tatham Compton's Pre-encyclopedia Vols. 13 and 9 Railroads Today and Yesterday by Buehn Iron Horse to Diesel by Shaw Let's Build a Railroad by Seegar Barto Takes the Subway by Brenner All Kinds of Trains by White Record: Songs of the Railroad R-12 with filmstrip N-46	Pupils give oral repor or make a chart. RESOURCES (cont.) Filmstrips: R-30 The Passenger Tr R-31 The Freight Trai R-455 Building the First Transcontinental Railroad poster board manila and constructi paper scissors glue crayons

DOMAIN: Knowledge of Work World and Leisure. Basic Skills

SUBJECT AREA: Third Grade
Social Studies
Language Arts
Mathematics

OBJECTIVE: (general) To become familiar with different occupations related to Transportation.
OBJECTIVE: (specific) Pupils will be able to list occupations related to Rail Transport.

ACTIVITIES	RESOURCES	EVALUATION
5. Invite a rail transport worker to discuss job activities. Encourage pupils in the use of interviewing skills. See appendix I.	Rail transport worker Railroad Engineers by Greene	Pupils name 3 job activities of rail transport worker.
6. Listen to tape recording about a train trip and discuss. Basic skills: Language Arts.	Tape Recorder (spool type) TA-16 "Tommy Takes a Train Ride" Manila paper 12x15 crayons felt pens	Pupils fold paper in five sections. Student will draw a picture on each section. Showing something that happened to Tommy or that Tommy saw on his train ride.
7. Pupils take a "pretend" train trip. Arrange classroom. Pupils role play workers and passengers necessary for a train trip; ex.) ticket agent, porter, engineer, conductor, etc. Basic skills: Language Arts, Mathematics.	Simple costumes Ex.) Red Bandana handkerchief or hat Simple props Ex.) suitcase, paper tickets	Pupils role play activities related to rail transport.

p-65 **DOMAIN:** Knowledge of Work World and Leisure. Basic Skills

SUBJECT AREA: Third Grade Language Arts Social Studies

OBJECTIVE: (general) To become familiar with different occupations related to Transportation.
OBJECTIVE: (specific) Pupils will be able to list occupations related to Air Transport.

ACTIVITIES	RESOURCES	EVALUATION
1. Read and discuss "Airplanes and Airports," pp. 153-160. Basic skills: Social Studies.	Working Together (Follett) The First Book of Airplanes by Bendick The Airport by Bowen Show Me the World of Modern Airplanes by May The Airplane Book by Ottum Compton's Pre-encyclopedia Vols. 1 and 7 Maps/Flight True Social Studies Library	Pupils answer written questions about the pages read and discussed.
2. View filmstrips and discuss.	R-29 "Airplanes" W-31 "Working for an Airline" (with cassette)	Pupils answer oral questions about filmstrips viewed.
3. a) Read poem "Wilbur Wright and Orville Wright" p. 115-116. b) Listen to record about Wright brothers. Basic skills: Language Arts.	More Roads to Follow (Scott, Foresman) R-456 "The Wright Brothers" The Wright Brothers by Graves	Pupils will be able to state 1 reason the Wright Brothers are honored.
4. Invite a steward or stewardess to discuss job activities. Encourage pupils to use interviewing skills. See appendix I.	Steward or Stewardess I Want to Be an Airline Hostess by Greene What Happens When You Travel by Plane by Shay	Pupils name 3 job activities of airline host or hostess.
5. Invite other air transport workers to discuss job activities. Ex.) private pilot or instructor. Pupils use interviewing skills. See appendix I.	Air transport worker	Pupils name 3 job activities of air transport worker.
6. a) Ask travel agent for posters or airline schedule. b) Invite travel agent to discuss job activities. Pupils use interviewing skills. See appendix I.	Travel agent manila paper crayons or paints	Pupils make own travel posters (use an imaginary airline)

DOMAIN: Knowledge of Work World and Leisure.
Basic Skills

SUBJECT AREA: Third Grade
Language Arts
Social Studies

OBJECTIVE: (general) To become familiar with different occupations related to Transportation.
OBJECTIVE: (specific) Pupils will be able to list occupations related to Air Transport.

ACTIVITIES	RESOURCES	EVALUATION
7. Pupils make up commercial for imaginary airline giving reasons for people to take their airline. Basic skills: Language Arts.		Pupils perform own commercials for classmates.

p-67 **DOMAIN:** Knowledge of Work World and Leisure. Basic Skills

SUBJECT AREA: Third Grade Language Arts

OBJECTIVE: (general) To become familiar with different occupations related to Transportation.
OBJECTIVE: (specific) Pupils will be able to list different occupations related to Pipeline Transport.

ACTIVITIES	RESOURCES	EVALUATION
1. Pupils investigate materials that are carried by pipeline.	Encyclopedias How We Travel on Land Story Pictures of Transportation and Communication by Beaty	Pupils name 3 materials carried by pipeline.
2. Invite worker from gas company to discuss job activities. Encourage pupils to use interviewing skills. See appendix I.	Mo. Natural Gas Company	Pupils can name 3 job activities of worker from the gas company.
3. Invite a worker from the city water department to discuss job activities. Pupils use interviewing skills. See appendix I.	City Water Department	Pupils can name 3 job activities of a city water department worker.
4. Pupils can play game "Waterworks." This is a game with pictures of pipes and joints and valves.	Toy Department of Woolworth's or a department store.	After pupils play game, each student can tell why he would or would not buy the game "Waterworks."
5. Pupils can lay own pipeline in classroom using straws and clay. Milk cartons could be used for the pumping stations.	milk cartons straws clay	Pupils make a model of a pipeline.
6. Teacher and/or pupils can write to an oil or chemical company for free films and information about their products carried by pipeline. Basic skills: Language Arts.	Shell Oil Company Gulf Oil Company Standard Oil Company Let's Go to an Oil Refinery by Butler The First Book of Oil by Shilstone The Story Book of Oil by Petersham "Oil Pipelines" Vol.11 Compton's Pre-encyclopedia	Pupils write to an oil company for information, then share information with classmates.

DOMAIN: Knowledge of Work World and Leisure. Basic Skills

SUBJECT AREA: Third Grade
Social Studies
Safety
Language Arts
Mathematics

OBJECTIVE: (general) To become familiar with different occupations related to Transportation.
OBJECTIVE: (specific) Pupils will be able to list different occupations related to Water Transport.

ACTIVITIES	RESOURCES	EVALUATION
1. Read and discuss "Boats and Ships" pp. 149-152. Basic skills: Social Studies	Working Together (Follett) The First Book of Ships by Bendick How We Travel on Water by Provus Soldiers and Sailors by Greene Ships and Seaports/ Airports and Airplanes True Social Studies Library All About Cargo Ships by Uhl Frogmen by Colby	Pupils can answer written questions about pages read and discussed.
2. Pupils view filmstrip and discuss boats and ships.	R-34 "Boats and Ships"	Pupils answer oral questions about filmstrip.
3. a) Pupils find or draw pictures of different kinds of boats and ships. Display. b) Pupils identify one occupation related to the kind of boat or ship he displayed. Pupils draw a picture of the worker. Cut out. Connect the picture of the worker with the picture of the boat or ship with yarn or string.	Magazines Books Manila paper Crayons Scissors Yarn or string	Each pupil will tell which ship he likes best and his reason for choosing. Pupils can name 1 worker related to a boat or ship and draw a picture of the worker.
4. a) Discuss Water Safety. b) Invite someone from the Coast Guard or the local boat club to discuss boating regulations and water safety. Basic skills: Safety.	The Science-Hobby Book of Boating by Garrell U. S. Coast Guard Boat Club	Pupils can list 3 rules for water safety.
5. a) Read a story about Robert Fulton. b) Pupils will listen to a record about Robert Fulton. Basic skills: Language Arts.	Childcraft R-472 "Robert Fulton and the Steamboat"	Pupils can state 1 reason why Robert Fulton is honored.

p-69 **DOMAIN:** Knowledge of Work World and Leisure. Basic Skills

SUBJECT AREA: Third Grade
Social Studies
Safety
Language Arts
Mathematics

OBJECTIVE:(general) To become familiar with different occupations related to Transportation.
OBJECTIVE: (specific) Pupils will be able to list different occupations related to Water Transport.

ACTIVITIES	RESOURCES	EVALUATION
6. a) Pupils listen to a record about a pirate. b) Pupils dress like pirates.	R-466 "The Pirate Lafitte" Construction paper Cardboard String Scissors	Pupils answer questions about Lafitte. Pupils make costumes.
c) Teacher prepares clues, as for the game "Treasure Hunt" and hides them around the room. Pupils have to perform certain tasks before getting a clue. Ex. Work a row of Math problems. d) When pupils have performed all the tasks necessary to get the clues, pupils obtain map leading to the treasure (teacher made). Treasure optional by teacher.		Pupils can perform tasks and follow written directions.
e) Pupils read poem about a pirate "The Pirate Don Durk of Dowdee" p. 265-266. Basic skills: Social Studies, Mathematics, Language Arts.	Our Language Today (American Book Co.)	Pupils draw a picture of a pirate.
7. Invite a water transport worker to discuss job activities. Encourage pupils to use interviewing skills. See appendix I.	Water transport worker	Pupils can name 3 job activities of a water transport worker.
8. Pupils make a mural showing different forms of transportation.	Large piece of paper crayons Construction paper	Each pupil chooses one form of transportation shown on the mural and tells three things about that form of transportation.
9. Pupils play "Mystery Guest." Rules: One pupil chooses an occupation related to transportation. Other pupils ask questions requiring yes or no answers. The pupil guessing correctly is the next "Mystery Guest."		Pupils can ask and answer questions about occupations related to transportation.

APPENDIX I

Suggested Points To Be Covered When Interviewing

Each teacher is encouraged to help students develop interviewing skills when talking to other people. The students could practice interviewing each other. These are merely suggestions and each teacher will probably wish to add to these suggestions.

1. Describe job activities. (What is your job? etc.)

2. Describe job location. (Where do you work? etc.)

3. Describe job training. (What kind of training do you need for your job? etc.)

4. Describe financial arrangements. (What is the entry-level pay? How often do you get paid? etc.)

5. Describe the positive aspects of the job. (What do you like about your job? What are hours? What kind of vacation is there?)

6. Describe the negative aspects of the job. (What do you not like about your job? etc.)

7. Describe other jobs, if any. (Is this the only job you have ever had? etc.)